

SCHOOL and COMMUNITY

Vol. XVII.

September 1931

No. 7



The Children's Poet - - EUGENE FIELD.
Why Should Missouri be Especially Proud of Him?

SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

Vol. XVII

September, 1931.

No. 7

Published monthly, except July and August, at Columbia, Mo., by the Missouri State Teachers' Association as per Article VI, section 6 of the Constitution of the M. S. T. A., under the direction of the Executive Committee.

Entered as Second-Class matter, October 29, 1915, at the Postoffice at Columbia, Missouri, under Act of March 3, 1879. Acceptance for mailing at special rate provided for in Section 1103, Act of Oct. 3, 1917, authorized May 17, 1921.

Annual membership dues \$2.00, 60 cents of which is to cover cost of School and Community. Subscription to non-members, \$2.00 a year.

Change of Address—If you have your address changed give old as well as new address.

GENERAL OFFICERS AND COMMITTEES, MISSOURI STATE TEACHERS' ASSOCIATION.

Next Meeting, St. Louis, November 11-14, 1931.

General Officers

John L. Bracken, President, Clayton, Superintendent of Schools; Miss Calla Edington Varner, 1st Vice-President, St. Joseph, Principal Central High School and Junior College; Miss Kathryn E. Spangler, 2d Vice-President, Clinton, Superintendent Henry County Schools; J. H. Brand, 3rd Vice-President, Steelville, Superintendent Crawford County Schools; E. M. Carter, Secretary-Treasurer, Columbia, Secretary Reading Circle Board, Business Manager School and Community; Thos. J. Walker, Columbia, Editor School and Community and Assistant Secretary.

Executive Committee

J. W. Shannon, Chairman, Springfield, Head Department of History, State Teachers College; John L. Bracken, Ex-Officio, Clayton; Miss Anna M. Thompson, Kansas City, Teacher Northeast High School; J. F. Taylor, Kennett, Superintendent Schools; Miss Jessie Via, Rolla, Principal High School; Henry J. Gerling, St. Louis, Superintendent Public Instruction; Mrs. Marie T. Harvey, Kirksville, Division Rural Education, State Teachers College.

Legislative Committee

Supt. George Melcher, Chairman, Board of Education, Kansas City; Supt. M. B. Vaughn, Montgomery City; Prof. B. G. Shackelford, St. Louis; Prin. B. M. Stigall, Kansas City; Supt. George R. Loughhead, Poplar Bluff; Supt. H. P. Study, Springfield; Dr. C. H. McClure, State Teachers College, Kirksville; Dr. C. A. Phillips, Columbia; Supt. G. E. Dille, Chillicothe; Supt. B. P. Lewis, Rolla; O. G. Sanford, Assistant State Superintendent, Jefferson City.

Committee on Sources of Larger Revenue

Roscoe V. Cramer, Chairman, Switzer School, Kansas City; W. W. Carpenter, University of Missouri, Columbia; W. H. Lemmel, Flat River.

Committee on Professional Standards and Ethics

M. A. O'Rear, Chairman, Springfield; Miss Pauline Kiess, Canton; L. B. Hoy, Gideon.

Reading Circle Board

Cora E. Morris, Chairman, Bois D'Arc, 1933; W. F. Hupe, Montgomery City, 1931; Grover M. Cozzen, Fredericktown, 1932; John L. Bracken, Ex-Officio, Clayton; Chas. A. Lee, Ex-Officio, Jefferson City.

Committee on Necrology

W. T. Carrington, Chairman, Jefferson City, 1933; H. E. Blaine, Joplin, 1933; Miss Beth Kanaga, 3654 Jansen Place, Kansas City, 1933; Geo. W. Hanson, Iron-ton, 1931; A. C. Moon, Malden, 1931; Miss Grace Mulholland, Ashland School, St. Louis, 1931; Miss Hettie Anthony, State Teachers College, Maryville, 1932; Grady Humphrey, Appleton City, 1932; A. R. Powell, Newburg, 1932.

Committee on Resolutions

First, Miss Dorothy Martin, Hannibal, 1932; Second, J. A. Burnside, Marceline, 1931; Third, Robert Birbeck, Denver, 1932; Fourth, Hubert Garrett, Maryville, 1932; Fifth, Miss Genevieve M. Turk, Scarritt School, Kansas City, 1931; Sixth, Fred Urban, Warrensburg, 1932; Seventh, James E. Sutton, Marshall, 1931; Eighth, C. A. Phillips, Columbia, 1931; Ninth, A. F. Borberg, Union, 1932; Tenth, Miss Clara Belle Ortmann, 932 Catalpa, St. Louis, 1932; Eleventh, H. H. Edmiston, Laclede School, St. Louis, 1931; Twelfth, Miss Mary Ward Hartman, Wyman School, St. Louis, 1931; Thirteenth, Roy Taylor, Herculaneum, 1932; Fourteenth, P. J. Stearns, New Madrid, 1931; Fifteenth, W. E. John, Joplin, 1932; Sixteenth, J. H. Brand, Steelville, 1932. Ex-Officio: President John L. Bracken, Clayton; State Superintendent Chas. A. Lee, Jefferson City.

Committee on State Junior and Senior High School Course of Study

Dean Theo. W. H. Irion, Chairman, University of Missouri, Columbia; Miss Rose S. Wickey, 3724 Broadway, Kansas City; J. R. Scarborough, State Department of Education, Jefferson City.

Committee on Teachers Salaries and Tenure of Office

A. G. Capps, Chairman, University of Missouri, Columbia; C. C. Crosswhite, Cameron; Edith Gallagher, St. Joseph.

Teachers Retirement Fund Committee

W. E. Morrow, Chairman, State Teachers College, Warrensburg; Miss Anne R. Waney, Board of Education, St. Louis; Miss Mary A. Thompson, Dewey School, St. Louis; L. M. Haines, Junior College, St. Joseph; C. H. Williams, University of Missouri, Columbia; Miss Genevieve Turk, Scarritt School, Kansas City.

Committee on Association Organization and Procedure

Eugene Fair, Chairman, State Teachers College, Kirksville; Heber U. Hunt, Sedalia; C. E. Burton, Piedmont; Harry Moore, Mt. Vernon; H. T. Phillips, Maryville; R. F. Holden, St. Louis; Miss Jane Adams, Kansas City; Miss Nelle Blum, St. Joseph; A. F. Borberg, Union.

MAKE YOUR SCHOOL MODERN with Modern Seating



6 ways this ① all-purpose desk can serve in every school

YOUR school is as modern as its equipment. And pupil efficiency is proportionate to the efficiency of the desks at which they work. Today educators know that proper seating is a definite factor in the physical and mental development of every pupil. The "American" All-Purpose Universal Desk is an outstanding example of American Seating Company's contribution to a finer, brighter future for America's school children. Posturally correct, it incorporates fea-

6 Flexible Features

- 1 Typewriter Desk**—A tilting top for use in typewriting department. Turn top down and it's set for study or work.
- 2 Study Hall Top**—A top without book receptacle can be substituted in place of standard top. Ideal for high school and study hall purposes.
- 3 Level Top**—A device below the lid holds it at level. Desirable for group study.
- 4 Standard Type**—As indicated in illustrations, various adjustments and devices quickly adapt it to any use.
- 5 Comfort for Cripples**—Various attachments may be purchased separately as required to fit the physical fault of the pupil.
- 6 Book Support**—A special book support quickly converts the standard model to an eye conservation desk.

tures that are new, distinctive . . . yet recognizable as superior in seating for modern schools.

FREE Posture Poster

60,000 posture posters, as illustrated, 17½ inches by 25 inches, in three colors, have already been sent to schools the country over.

They help remind pupils to always sit erect. Teachers and educators will be supplied with a poster for each classroom, without charge. Use the coupon, please.



American Seating Company

Makers of Fine Seating for Schools, Churches and Public Auditoriums



General Offices: Grand Rapids, Michigan
Branches in All Principal Cities

UNIVERSITY PUBLISHING COMPANY
1322 W. 13th Street

AMERICAN SEATING COMPANY, Grand Rapids, Mich. (ST9)
Please send me, free and without obligation, a copy of your Posture Poster on correct sitting. Principals and superintendents will be supplied with a poster for each room, on request. Please indicate the number of classrooms.

Name

Address

Position ☐ Number of classrooms

(Indicate here whether you are Superintendent, Principal or Teacher)

SUPERIOR SCHOOL SUPPLY COMPANY
Kansas City, Missouri

State Distributors

New! For Character Education

CONDUCT PROBLEMS

CHARTERS-RICE-BECK

A Series of Workbooks in Character Education
for Grades 4-5-6-7-8

PROBLEMS made of actual everyday situations that call for pupil conclusions concerning the right and wrong of specific modes of conduct.

Practical—Sound—Self-motivating

The series:

PLAYING FAIR—Grade 4
WHAT WOULD YOU DO?—Grade 5
GOOD SPORTSMANSHIP—Grade 6
WHAT'S THE RIGHT THING TO DO?
—Grade 7
PLAYING THE GAME—Grade 8
Each 8½"x11", paper, perforated sheets
\$0.40

Gaining every day in popularity

GATES and HUBER

THE WORK-PLAY BOOKS

Known everywhere as the method which develops reading ability as the natural result of engaging in interesting and purposeful activities.

*Reading books, Workbooks, and
Teachers' Manuals for Grades 1-2-3*

Equipment for Grades 4-5-6 in preparation.

*An ingenious number workbook
for first-graders*

MY NUMBER BOOK

(FOWLKES-GOFF-LYNCH)

COLORFUL, clever first lessons in number work to precede the popular series, **PRACTICAL ARITHMETIC WORKBOOKS** (Fowlkes, Goff, Taylor, Wright).

THE MACMILLAN COMPANY

2459 Prairie Avenue, Chicago

Owen Books ON THE READING CIRCLE LIST

Up-to-date books which are really usable in your classes

THE HAPPY CHILDHOOD READERS

The latest word in modern readers for basal or supplementary use. Standard cloth binding.

"Betty and Jack"—The Primer	50c
"Helen and Bob"—First Reader	55c
"Alice and Billy"—Second Reader	58c
"The Happy Road"—Third Reader	69c

TWO FINE NATURE READERS

Intensely interesting. Beautifully illustrated.

"Moths and Butterflies"—Grades two and three	58c
"Mother Nature's Little People"—Grades three and four	58c

REQUIRED POEMS—For Reading and Memorizing.

Book One—Grades one and two	62c
Book Two—Grades three and four	62c
Book Three—Grades five and six	62c
Book Four—Grades seven and eight	62c

POEMS TEACHERS ASK FOR

Books One and Two

480 choice poems in the two books	78c each.
"Prove It Yourself"—Elementary Science \$1.19	Little Classics—14 subjects listed in the P.
"Nurnberg Stove"	16c
"Health Games, Songs, and Drills"	25c
	R. C. order blank.....Only 7c per copy.

OWEN FULL COLOR PICTURES

Subjects selected by P. R. C.

10 large size mounted pictures, each having cover with complete study material.....\$2.50

Minatures put up in packages containing 15 of each of ten subjects.....\$1.50

ORDER FROM

MISSOURI STATE TEACHERS ASSOCIATION

Columbia, Missouri

Cooper's NEW
ARCH
SUPPORTS

STYLES
Over 40 in
one or two
straps. Gore
fronts or lace
tie effects.



\$5.95

MATERIALS
Suede, satin,
black or
brown kid.
Also soft pat-
ent leather.

**ORDERS
BY
MAIL
POSTPAID**

After months of careful observation and construction our patented arch shoe is on display. Many new comfort features are found in this shoe, and in no other. See them today.

11 E. 12th St.
KANSAS CITY,
MO.

NEW

Cooper

SHOE STORES—Inc.
11 EAST 12th ST.

11 E. 12th St.
KANSAS CITY,
MO.

ORDERS BY MAIL POSTPAID

75 TITLES	Workbooks	MILLIONS IN USE
<div style="display: flex; justify-content: space-around;"> <div> <p>1. Prepared by experts.</p> <p>2. Furnish an abundance of drill and test material.</p> </div> <div> <p>3. Measure progress.</p> <p>4. Sold at a price every boy and girl can afford to pay.</p> </div> </div>		

Representative Titles of Elementary Workbooks

READING:

Pre-Primer Seatwork, 32 pages 15c
 Primer Seatwork, 64 pages 25c
 First Grade Seatwork, 64 pages 20c
 Second Grade Seatwork, 64 pages 20c

ARITHMETIC:

First Grade Number Book, 64 pages 25c
 Work and Play in Numberland, second grade; 72 pages 25c
 Standard Arithmetic Drills and Tests, grades II to VIII inclusive, 128 pages 25c

GEOGRAPHY:

Far and Near, third grade, 72 pages 25c
 Study Guide Lessons in Geography, Book I, United States; Book III, Europe 35c
 Study Guide Lessons in Geography, Book II, South America; Book IV, Asia, Africa, and Australia 25c

HISTORY:

Old World Background, 64 pages 25c
 Proficiency Tests in U.S. History, 32 pages 15c

HEALTH:

My Health and Safety Book, fourth grade, 96 pages 25c
 Happy Health Hours, Book I, first grade 15c
 Happy Health Hours, Book II, sec. grade 15c

ENGLISH:

Language Helps for Written English, 64 pages, illustrated, for second, third, fourth and fifth grades 25c
 Sharp's Language Practice, for grades III, IV, V and VI, 64 pages 15c
 Sharp's English Exercises, grades VII and VIII, 96 pages 25c

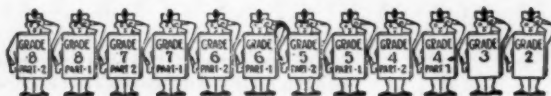
Representative Titles of High School Workbooks

Practice Exercises in Algebra, 96 pages; 30c
 Practice Exercises in Plane Geometry, 72 exercises, book form, 25c; tablet form 35c
 Latin Practice, first year, 128 pages 40c
 Latin Practice, second year, 128 pages 40c
 Workbook in American History 128 pages; 40c
 Workbook in American Problems, 176 pages 52c
 Workbook in Community Civics 35c
 Sharp's English Exercises, Books I, II, III and IV 35c

One Free Book will be sent if you return this advertisement with the copy you want plainly checked.

ONE COPY FREE!	GUARANTEE Every book we offer is guaranteed to be satisfactory or your money will be refunded. Order today. All prices postpaid. Also write for free catalog of complete workbook and seatwork material. WEBSTER PUBLISHING CO. Dept. A-9 • 1808 WASHINGTON AVE. • ST. LOUIS, MO.	FREE CATALOG ON REQUEST
-------------------------------	--	--

MY PROGRESS BOOKS IN ENGLISH



Twelve Individual Work books for Grades 2 to 8

Mold Rich Vocabularies

1. Exercises on synonyms.
2. Practice in the choice of words.
3. Lessons on the use of the dictionary.

Stimulate Creative Writing

1. Provide situations which require expressive thought.
2. Present problems from the child's own world.

Build Writing Technique

1. Abundant practice in punctuation, capitalization, letter writing, sentence structure, paragraphing and topic development.

Teach Correct Usage

1. Teach the child to recognize his errors.
2. Create a desire to use correct English.

Perfect Gradation

From Zoo in the second grade and the Beany Boys in the third grade to the technical grammar in the eighth grade the presentation and content is adapted to the interests, and the capacity of the respective grades.

Inexpensive

The price of "My Progress Books in English" is 18 cents each, plus postage, in quantities of four or more. Fewer than four, 25 cents each, postpaid.

Published by AMERICAN EDUCATION PRESS, Inc.

Dept. C, 40 S. Third St., Columbus, Ohio



Imagine it!

—a complete chart outfit
for ONE DOLLAR

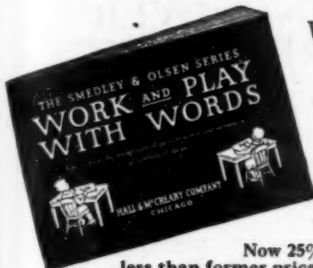
THE ECONOMY CHART OUTFIT

At a price of \$1.00 this outfit is an amazing value. It consists of two charts with pockets for holding letter and word cards; a supply of 362 cards which include useful primary words, suffixes, several alphabets of small and capital letters, and an ample supply of punctuation marks—enough of all to build an extensive primary reading vocabulary. The outfit also includes an indexed filing box for keeping the cards in order. It is all put up together in a compact, attractive package.

In the teaching of sentence building, phonics, spelling, silent reading, sight reading, and oral reading, *The Economy Chart Outfit* is indispensable. It provides a means for comprehension tests through "read and do" exercises. It can also be used as a bulletin board and for giving directions. The chart is so constructed that it can be used conveniently as a hand chart or as a wall chart. With the outfit it is possible to build up almost any group of phonograms, words, or sentences desired. The type used is standard chart size. Packed in a substantial container with direction for use.

Price \$1.00 postpaid

Reduced prices on two popular workbooks



WORK AND PLAY WITH WORDS

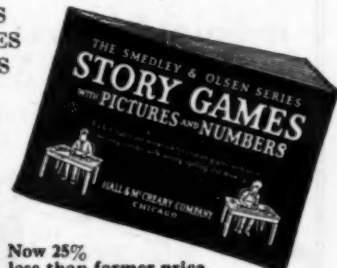
OVER half a million beginners have been delightfully successful in their first steps in reading through the use of *Work and Play with Words*, and now, at greatly reduced cost, millions more may enjoy its benefits. This

pre-primer workbook, although intended to precede a primer, may be used successfully as a collateral book with any primer because its vocabulary is such that it coordinates satisfactorily. By the use of novel and interesting games and seatwork, all of the material for which is provided in the book, "*Work and Play*" teaches effectively that printed and written words are symbols of ideas—that such symbols "talk". Each lesson or "game," while sufficiently interesting in itself to provide delightful occupation, accomplishes a definite step in learning. By the time the thirty-three "lesson games" are finished, the child has acquired a reading vocabulary of words which are common to his oral vocabulary. Moreover, the habit of reading for thought is established through the exercise in silent reading which the following of directions necessitates.

As a simple and effective device for teaching a fundamental vocabulary of useful words, phrases, and sentences, and as a time saver for the teacher, *Work and Play with Words* is conceded by many to be in a class by itself. From every standpoint this workbook is a successful introduction to reading. New prices: 36 cents a copy, or \$3.80 a dozen, postpaid. Quantities for class use at the rate of 27 cents a copy, transportation extra.

HALL & MCCREARY COMPANY
634 S. Wabash Ave. Chicago

STORY GAMES WITH PICTURES AND NUMBERS



AT the new reduced prices *Story Games with Pictures and Numbers* is indeed an unusual value. It supplies effective silent reading and seat work material for advanced first grade or beginning second grade, and furnishes

unique tests of the pupil's attention to his work and of his power of comprehension. In these tests number work, writing, spelling, drawing, and silent reading are correlated in such a way that they will keep the pupil's constant interest and produce the most satisfactory results.

Because *Story Games with Pictures and Numbers* is useful not only as a silent reader but as educative seat work and as an aid in establishing number concepts and skill in writing, spelling, and drawing, it proves a very helpful book in primary work and insures satisfactory pupil progress. New prices: 36 cents a copy, or \$3.89 a dozen, postpaid. Quantities for class use at the rate of 27 cents per copy, transportation extra.

HALL & MCCREARY COMPANY
434 South Wabash Ave., Chicago, Ill.

Inclosed find \$..... for which please send
..... The Economy Chart Outfit
..... Work and Play with Words
..... Story Games with Pictures and Numbers

Name.....

Address.....

A SHOPPING CENTER FOR MISSOURI TEACHERS

Missouri teachers find that week-end shopping expeditions to EMERY, BIRD, THAYER's are very profitable. The Fashion Shops . . . Third Floor . . . offer all that is new and smart in apparel . . . while the Accessory Sections offer a source of wide selection.

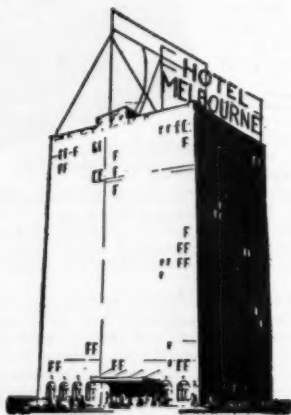
Rest Rooms . . . Checking Stand . . . the Tea Room . . . the Sub-station Post Office and the Wrapping Booth are services which are offered for the convenience of our patrons.

If you cannot shop in person, you may shop by mail through our Personal Shopping Service

Emery, Bird, Thayer Company

KANSAS CITY, MO.

in Saint Louis . . .
... Hotel Melbourne



ON LINDELL AT GRAND

Headquarters with an At-Homeness
for the Missouri Teacher . . .
Nearest to Everything Of Educa-
tional Interest.

On National Highways 40 and 61

"PUTTING OVER" ARITHMETIC

By Making It a Game

Many a teacher today is drawing on the "interest factor" in arithmetic as never before—and getting far better results, too—through the use of the

RUCH-KNIGHT-STUDEBAKER

ARITHMETIC WORK-BOOKS

One book for each grade, 36c list.

Drill and review books
that are

- 1—Economical
- 2—Time-Saving
- 3—Scientific

Write for booklet 1272
which tells how other
teachers are putting
"football interest" in-
to arithmetic. A post
card will do.



SCOTT, FORESMAN AND COMPANY
Builders of Educational Programs
623 S. Wabash Ave., Chicago

Start the School Year with ALL BILLS PAID

When school is about to start, you'll want the peace of mind and contentment that comes when all bills are paid. And the Special Household Loan Plan for Teachers can do this for you. A cash loan can be made quickly and confidentially to take care of your obligations, and then you may take as long as 20 months or less to repay. The loan can be made by mail if it is not convenient for you to visit one of the offices listed below.

Household lends from \$100 to \$300. Only your signature is required. Your school Board is not notified and no embarrassing investigations are made. When you borrow from Household, the transaction is as confidential and dignified as you could wish.

**Rates 2½% a month
on loans of \$100 to \$300**

Under the Household Loan Plan, you pay only the low rate set by Missouri law, 2½% a month on the balance due and only for the actual time the money is used. You may have as long as 20 months to repay, or you may repay in a shorter time if you choose.

For information without obligation, just mail the coupon. See the addresses listed below.

MAIL THIS COUPON

Mail to one of offices below—it is understood this inquiry does not obligate me in any way.

Name.....

Amount I wish to borrow \$..... My salary is \$.....

I teach at.....

Street..... City.....

Phone No.....

HOUSEHOLD

FINANCE CORPORATION

MISSOURI OFFICES

KANSAS CITY

4th Floor, The Dierks Bldg.

3rd Floor, Bonfils Building

2nd Floor, Wirthman Bldg.

31st and Troost Sts.

ST. JOSEPH

4th Floor, Tootle Building

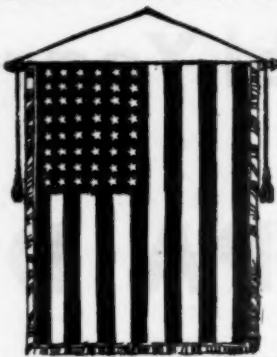
ST. LOUIS

3rd Fl., Central Nat'l Bk. Bldg.

705 Olive Street

2nd Floor—Washington-Grand Bldg.

Schoolroom Flag Banner



This beautiful banner displays the flag without a wrinkle so pupils can readily see all of the 48 stars and 13 stripes. Requires no wall bracket or fixture. The flag is 24x36 inches, fine quality, printed silk equipped with banner arm and acorn ends, cord and tassel for hanging on wall. Furnished with yellow silk fringe.

\$3.35

Helpful to Teachers!

DAY by DAY

In the Primary Grades

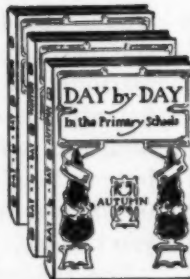
A helpful series of teachers' books, plans, suggestions, and lesson material for the primary grades. Three large volumes, 566 pages, 250 illustrations.

Especially helpful to young teachers, primary teachers of graded schools and to rural teachers.

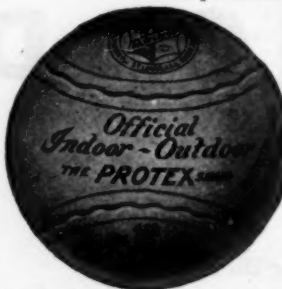
There are morning talks, stories, poems, memory gems, sense training exercises, construction work, picture study, educative games, health lessons; in fact, interesting material on all the studies of the primary school.

The books are profusely illustrated with drawings and reproductions of calendars, paper cutting and folding, seat work, language work, children, silhouettes, trees, geography, animals, birds, flowers, leaves, fruit, vegetables, insects, seeds, drawing lessons, etc., all illustrating the subject matter and which are suitable for blackboard reproduction. There are also 24 full page halftone plates of famous paintings for picture study. Per set of three volumes—Autumn, Winter.

Spring	-----	\$2.50
Autumn, per copy, 159 pages	-----	.75
Winter, per copy, 155 pages	-----	.75
Spring, per copy, 252 pages	-----	1.00



Play Ball!



Here is a 12-inch ball that will give excellent service and provide lots of fun. Center of resilient material; heavily wound with yarn, covered with genuine horsehide, sewed with heavy thread.

95c

Good play ball, sat, waterproof wax finish, taped handle ----- Each \$0.90

Send in your order today!

THE UNIVERSITY PUBLISHING CO.

Superior School Supply Co.

1322 West 13th

Kansas City, Mo.



BUS

Travel Is Economical

Save travel-dollars on your next trip. Go by Greyhound bus. Every Greyhound fare every day is an "excursion" fare. Save extra dollars for spending at your destination. No smoke, no cinders, but comfort all the way.

GREYHOUND offers

Lowest Fares

Finest Buses

Fastest Time

Beside economical fares, Greyhound gives you the finest buses, piloted by the most experienced drivers, and fastest schedules. Greyhound serves over 40,000 miles of the Nation's highways, reaching every important city in the United States.

Plan

Your Next Trip

The Greyhound Way!

For complete travel information on any trip you may be planning, phone or write your nearest Pickwick-Greyhound agent; or write Pickwick-Greyhound Lines, 917 McGee Street, Kansas City, Mo.

PICKWICK
GREYHOUND
Lines

40,000 Miles of Travelway



HISTORICALLY SPEAKING!

**Empress Eugenie Is
The Ruling Power
In Autumn Fashions!**

... and you'll find the new silhouette, inspired by the Second French Empire, particularly to your liking. Come in and see the new coats, the new dresses, the new accessories ... all with distinguished touches of the famous Empress.

Kline's
KANSAS CITY'S DOMINANT STORE
1112-18 WALNUT - THROUGH TO 1113-15 MAIN STREET

READING SELF TAUGHT

A new method by which the child teaches himself and proceeds at his own rate. The teacher acts only as a guide.

CORRESPONDENCE INVITED.

MENTZER, BUSH & COMPANY

2210 SOUTH PARK WAY

CHICAGO

New Art Ideas...

ready to help you
are explained in

THE SCHOOL ARTS MAGAZINE

Ideas for art and drawing arranged for each school month ... 64 pages and additional pages in color showing cut-outs, crayon work, water color work, easy handicraft projects, posters ... all timely and the actual results of other teachers in this work.



Half the pages are illustrations ... half of each issue is devoted to art and drawing for the grades. Regardless of the grade you teach you'll find help here.

Subscribe now ... begin to use this help which is making teaching easy for thousands of others.

**START WITH SEPTEMBER NUMBER
MAIL THIS COUPON**

THE SCHOOL ARTS MAGAZINE
519 Printers Bldg., Worcester, Mass.

Please enter my subscription at once.

☐ Enclosed is \$3.00. (Subscription price in U.S.A.)

☐ Send bill for \$3.00 payable Oct. 15, 1931.

NAME.....

ADDRESS.....

CITY OR TOWN.....

The School and Community

VOL. XVII

NO. 7



SEPTEMBER,

1931

TABLE OF CONTENTS

Editorials	283	The Swing of the Pendulum	306
Investigate Before Investing	285	Parent-Teacher Association	307
School Again	286	Touchstones	309
Highlights on the Program	287	Stuttering and Lefthandedness	310
Alpha Phi Sigma	289	State Pupils Reading Circle	314
The Right to be Ashamed	290	Where and Who of Superintendents of	
The Child-Centered Rural Education	292	Missouri	318
An Acceptable Minimum	295	Important to All Schools With Orchestras	326
A Short History of Bureau of Education		The New School Law—High School Tuition	328
in U. S.	296	W. F. E. A. Resolutions	329
Financing Public Education	299	News Items	332
Life's Most Liquid Asset—Health	304		

INDEX TO ADVERTISERS

American Education Press, Inc.	276	Merriam Company, G. & C.	332
American Medical Association	329	Merrill Company, Charles E.	333
American Seating Company	273	Missouri Stores	323
Central Missouri State Teachers College		Northeast Missouri State Teachers College	
..... Third cover	 Third cover	
Collegiate Cap and Gown Co.	336	Northwest Missouri State Teachers College	
Cooper Shoe Stores, Inc.	275 Third cover	
Draper Shade Company, Luther O.	332	Owen Publishing Co., F. A.	274, 319
Emery, Bird, Thayer Company	278	Palmer Publishing Company	331
Ginn and Company	325	Pickwick-Greyhound Lines	280
Grade Teacher	327	Pupils' Reading Circle	Fourth cover
Great Northern Hotel	336	Roach-Fowler	333
Gregg Publishing Co.	334	School Arts Magazine, The	281
Hall & McCreary Co.	277	Scott, Foresman and Company	278
Hoover Brothers	336	Southeast Missouri State Teachers College	
Hotel Melbourne	278 Third cover	
Household Finance Corporation	279	Southwest Missouri State Teachers College	
Jensen, A. V.	336 Third cover	
Kline's	281	Specialists' Educational Bureau	336
Laidlaw Brothers	334	State Finance Company	327
Leacock Sporting Goods Co.	330	Stephens College	336
Macmillan Company, The	274	Teachers' Service Bureau	336
McCormick-Mathers Co., The	328	United States Seed Company	336
McIndoo Publishing Co.	336	University Publishing Co., The	280
McKnight & McKnight	335	Webster Publishing Co.	276
Mentzer Bush & Co.	281	Winston Company, The John C.	335



EDITORIALS

PRESIDENT John L. Bracken is to be complimented on the program he has arranged for the big St. Louis meeting in November.

A PAIR OF PLEASING POLICIES

Compliments in terms of any superlatives could scarcely mean more than the simple statement that this program is going to be up to the standard of the best of recent years. Our president has been able to secure the excellent talent he has, because of the fact that he has good taste and the ability to use it before the cake is all gone. Competition among the numerous conventions held in the fall makes the latter a necessary ability. Mr. Bracken has had his program practically complete for several months. Look over the outline of the general program on a following page and judge for yourself whether any teacher can afford to miss the opportunity of hearing it. A dozen others listed for the Divisional and Departmental meetings are of a standard exceedingly high.

Two policies that are in the nature of departures from past practices are worthy of mentioning and, we think, deserving of the highest commendation:

First, the shortened general programs. One speaker on the evening programs and two at the morning sessions! This deserves Hallelujahs and te Deums. Four speakers on a general program is an atrocity that defies justification. Nothing is more productive of crime, in act and in thought,

than long programs and long speeches. The fact that many otherwise Christian people are guilty of arranging long programs and making long speeches is one of the best surviving arguments for total depravity.

The second reform, we think, will be brought into realization by the adoption of the one just mentioned. Who during the past few years, at some time or other, has not been annoyed by the general confusion in the assembly hall when a three-or-four-hundred-dollar-an-hour-man was attempting to give us an hour of his thoughts? Who has not seen one of our convention halls when it looked like the subway at Times Square just after the theaters had closed? Who if he has a good memory and is honest with himself has not contributed something to this pandemonium? Well Mr. Bracken says modestly enough that a good natured attempt will be made to eliminate this condition. We think the shortened program will go so far toward removing these "scenes of confusion" that perfectly good natured efforts will be adequate to complete the task.

"THE DEBT ETERNAL"

From N. Y. Times

There is one debt for which no moratorium can with safety be declared. It is the one to which the Minister of Education in England, H. A. L. Fisher, referred in the midst of the World War, "the eternal debt of maturity to childhood and youth"—edu-

cation. After health and physical safety it is the first obligation of the State. Not only should the schools now be kept going at their best, but children and youth who are normally drawn into industry at a younger age should be encouraged to continue their schooling rather than seek employment in competition with older persons, who cannot so readily adapt themselves to changed conditions. This may often mean parental sacrifice, but it is the best investment that can be made when it is at all possible.

Though it was one of the darkest periods of the war, England made plans for extending public education. The very act was in itself a significant expression of confidence in the victorious outcome of the struggle. And in no way can determination to make the best of this slack period be manifested more impressively and more helpfully than in seeing that children are prepared for their fullest development and their most useful living. It is a period when there must be adjustment to new conditions in industry, commerce and the professions. Vocational guidance will be especially called for in facing the new conditions confronting this generation entering upon the work of the world. Another year in school should find its hundreds of thousands of youth not only better equipped in general but more specifically and effectively introduced to oc-

cupations where their services will be in demand.

This should be the principal benefit of their postponed entry into their vocations. But there is the incidental good to which the President's Emergency Committee calls special attention. It urges as one of the objectives the keeping of all children under sixteen in school "in this time of surplus labor and increasing demands of industry for skill and judgment." It also would encourage undergraduates and members of 1931 high school and college graduating classes to remain in school for like reasons.

A further recommendation is that adults and young people who have left school and who find themselves without employment should take advantage of this opportunity to resume their education or training. They may even succeed in preparing themselves for new vocations and so, having at least two strings to their bow, be the better fitted to meet emergencies. In many cases they may be enabled to do what they have wanted to do but have not had the courage to attempt with a certain wage in hand or in prospect.

Altogether it may be made a time of transition toward a higher level of American life. Other sacrifices must be made, but they should not interfere with the payment of our full debt to the children and youth. Education is the "debt eternal."

DISTRICT ASSOCIATION DATES: Warrensburg and Maryville, Oct. 22-23; Kirksville, Cape Girardeau, Joplin and Rolla, October 22-24.

INVESTIGATE BEFORE INVESTING

THE SCHOOLS of this state have lost thousands of dollars because they have been preyed upon by unscrupulous salesmanship. No board should buy anything until after investigation upon its part reveals the article or articles offered for sale are needed and that they have been approved by either the county superintendent or the State Department. No board should issue any warrant either in part payment or full payment for any purchase until after delivery is made and the board is satisfied with the purchase.

Salesmen covered the state this spring and summer and sold expensive flags and poles to schools telling board members the schools could not get their state money until they bought such flag and equipment. There is a law requiring all schools supported in whole or in part by the state to display the flag during the hours school is in session and it is a good law. The Department first urged this five or six years ago. However, the law makes no specifications about the flag further than to say it shall be displayed on a pole or the outside of the school building. Since it is the spirit of patriotism rather than the intrinsic value of the flag which is most important, it was not necessary for schools to spend \$18 to \$25 for flags and poles as many were induced to do. We believe \$5 is enough to provide a good flag and pole.

A man went across the state last summer and sold thousands of dollars worth of school supplies to boards, secured warrants in payment for the supplies and no deliveries were ever made. The Department put forth a great deal of effort to cooperate in apprehending this unscrupulous salesman, but he was never found.

Boards have been induced to buy sets of books in the belief the Department or county superintendent required these books or indorsed them. Every county superintendent should warn every board in his or her county not to buy anything unless it can be established the Department or county superintendent does sanction what is being offered for sale.

We recognize legitimate business and methods and will cooperate with such. We know schools must have supplies, but desire to prevent their dissipating funds either by purchasing useless things some salesman has offered under false pretense, or wasting money on pseudo salesmen who have nothing to sell and simply get district warrants and vanish.

Furthermore, we are opposed to the schools being commercialized in any way including being used for advertising. School work throughout the year is most important and this should be carried on without interruption.

Every board should adopt the principle "Investigate Before Investing."

CHAS. A. LEE.

*This world would be a lonely place,
If only I were in it.
I think I'd like to live therein
For almost half a minute!*

—EDWIN OSGOOD GROVER.

SCHOOL AGAIN

"THROUGH THE MAGIC portal of September into the bright land of Sport, Fun, Study, and Achievement" should be the words which properly describe the opening of school. Whether they do actually describe the experience of children will depend on those who are responsible for the spirit that pervades the school house, the teachers.

It is well for us to examine ourselves before we assume a work which is important far beyond any financial remuneration we may or may not receive, for whatever our financial needs may be, or however much our monthly salaries have entered into our consideration in accepting the position of teacher, there is only one real reason for our being a teacher and that is that society may be benefited by our work.

SPORT

There was a time when many people would have left "sport" out of the list of essentials in school life. Its overemphasis in some schools and institutions is cause for the questioning of its value even now, but no thoughtful person will deny that good, clean, wholesome sport is a builder of character, health and ability. The teacher's spirit should be one which encourages, appreciates sports, and even desires her school to reach a high standard in that field. This standard need not include a long list of victories

in competition with other schools. We've allowed ambitious citizens and alumnae to over emphasize this standard until pernicious practices have become all too common. It's time for us to look more to sport for sport's sake, and to value it for what it may do for youth, not forgetting those who need it most. Certainly the door of sport should be open to all children.

FUN

Heaven help the child who finds himself in a school where fun is under a ban! The fact that such schools are becoming fewer and fewer in number as the years go by is one evidence of improvement in educational policy and theory.

STUDY

We have seen schools and products of schools which might lead us to believe that this fundamental function is sometimes almost overlooked by teachers. This is the really serious business of education, to teach the art of study. After all there are certain things to be learned, certain skills to be acquired, certain abilities and attitudes to be attained which can be learned, acquired or attained only through study. And the ability to study is in itself of utmost importance. It is a prime essential of success in most lines of effort and a necessary qualification for citizenship in a democracy. Activity is not enough. To be of the highest educative value activity should be thoughtful, purpose-



ful, and independent. Study gives activity these qualities.

ACHIEVEMENT is the normal ambition of all. To live a day without a sense of having done something worthwhile is to live a miserable day and neither teacher nor pupil can be happy without the feeling of achievement. Yet how often do we neglect the means by which we can be certain of our progress! How prone we are to substitute guessing for knowledge in this regard. Even when we have available the means for fairly accurate measurements by which we can determine whether advancement has been real and reasonably satisfactory!

Teachers who overlook these checks and measurements by which they and their pupils may see the amount and rate of achievement are not only overlooking a stimulus to effort, they are fostering delusion, error and dishonesty.

And all of this is character education. Sport, fun, study, achievement are elements out of which character is to be forged on the anvil of education. Penuriousness in time, effort, and money recommended by a common politician in the Governor's Chair or on a street corner will never reach this ideal of education.

HIGHLIGHTS OF THE PROGRAM

DR. S. PARKES CADMAN, eminent orator and brilliant divine, will open the 1931 convention of the Missouri State Teachers' Association in the Coliseum in St. Louis on the evening of Wednesday, November 11. Because the convention opens on a holiday, it is expected that many teachers from all over Missouri will have assembled before this Armistice Day address, with its setting of special music, begins.

GENERAL programs throughout the remainder of this busy week will be characterized by their brevity as well as by the distinguished speakers who will contribute to them. The entire program has been developed with the thought that the general programs should be confined to cultural topics, to inspirational addresses and to matters of general concern, leaving questions of teaching technique and of localized interest to the departmental programs. General programs held in the morning will present two speakers and evening programs will be limited to a single address.

ON Thursday morning Dr. Charles H. Judd will speak on the Federal support of education in the States and Ruth Bryan Owen, distinguished Member

of Congress and friend of education, will fly from Texas to appear before the convention. Glenn Frank comes back to his native Missouri for the general session on Thursday evening. Dr. Frank will address himself to the disturbed economic situation.

THE general program on Friday morning will present Merle Thorpe, Editor of "The Nation's Business," official organ of the United States Chamber of Commerce. A former Missouri school-teacher, Mr. Thorpe is noted for his speaking to large audiences in person as well as for the addresses he delivers to the radio audience. With Mr. Thorpe is included Dr. Albert Edward Wiggam, author and lecturer, who will discuss the pertinent subject, "What is Civilization Doing to Us?" Many teachers are familiar with such works of Dr. Wiggam as "The Fruit of the Family Tree," "The New Decalogue of Science," and "The Marks of an Educated Man."

HENRY TURNER BAILEY, beloved of audiences everywhere, will deliver the address on Friday evening, speaking on his favorite theme, "The Use of Leisure Time." Dr. Bailey's address will be followed by a forty-five minute concert given by the Second Missouri State High

School Orchestra under the direction of J. L. Biggerstaff, Kirksville State Teachers' College. This concert will be broadcast.

THE final program, on Saturday morning, will be distinguished by addresses from two educational leaders, both platform-worthy aside from the high offices which they hold: Florence Hale, of Maine, President of the National Education Association, and Dr. Edwin C. Broome, Superintendent of Schools in Philadelphia and President of the Department of Superintendence. This program, which will be held in the Gold Room at the Hotel Jefferson, will also present a brief consideration of the outstanding program of educational finance recently adopted by the State of Missouri.

THE sectional meetings to which Thursday afternoon is devoted will be addressed by leaders in the field of sectional interest. The College and University Section will hear Dr. Judd and Dr. Frank. The High School Section will be addressed by Dr. Daniel H. Eikenberry, formerly of the University of Missouri and now of Ohio State University and by Dr. R. L. Lyman, of the University of Chicago. The Elementary School Section will present Lucy Gage, of Peabody College, and Henry Turner Bailey. The program of the Vocational Education Section is not yet ready for announcement.

Departmental programs on Friday afternoon include effective speakers, expert in their educational touch, many of whom have not been heard in Missouri. In addition to Miss Gage, Henry Turner Bailey, Dr. Eikenberry, Dr. Wiggam, Dr. Lyman and Florence Hale, who will speak before departmental groups in connection with

their work before sectional and general audiences, the list of Departmental Speakers includes the following interesting people: Dr. W. A. Oldfather, University of Illinois; Edith Parker, University of Chicago; Frances Zuill, University of Iowa; Dr. Algernon Coleman, University of Chicago; Lucile Fargo, Peabody College; Fred Anibal, former Missourian, Head of the Science Department, University of Chicago High School; Dr. Norman Frost, Peabody College; Elsie Smithies, University of Chicago High School; John Montgomery, prominent Missouri Agriculturalist; Dr. J. O. Hassler, University of Oklahoma; and Frank D. Slutz, Dayton, Ohio.

Within the available budget, an effort is being made to send an outside speaker to every department whose officers desire such a contribution. As this is written, only four departments are as yet unsupplied.

THE only modification of program policy, aside from the shorter programs and the distinction between general and departmental addresses, will be noted in an attempt to make the programs safe—and audible, for the audience. The situation in the Coliseum is such as to invite traffic and to add to the disturbance caused by casual conversation during the course of the programs. A good natured attempt will be made to limit audiences to those who are present as the speaker begins. The briefer programs in prospect will allow those interested to assemble before the programs open and it is believed that the teachers of Missouri will welcome a definite movement to make more effective the influential addresses which will center interest in the big St. Louis convention.

HE WAS MY LITTLE BOY UNTIL TODAY.

By Beulah M. Huey

He was my little boy until today;
My own exclusively—at happy play.
An eager six-year-old, noisy, alert,
But just my baby when his toe was hurt.

But now he has a little chair at school,
And teacher, and crayolas, and the cool
White drinking fountain, and the world
to see
And claim him, while before he had
but me.

He was my little boy until today;
But Time will take this selfish view
away;
This recompensing that I'll then enjoy;
It takes the world to mother a boy.

ALPHA PHI SIGMA

CONTRIBUTED

SINCE the establishment of the honorary scholarship fraternity Phi Beta Kappa in William and Mary College many years ago, nearly every administrator in college or university has been in agreement in sponsoring and trying to develop scholarship organizations.

Today we have many divisional honorary scholarship institutions in our colleges. In the development of the honorary scholarship fraternity idea no one seems to have been interested in doing anything for the student in this direction during his first two years in college.

If scholarship has value in itself it seems that the ideals should be established under as attractive plans as possible much earlier than the senior college. The initiative and the beginnings of scholarship are usually found in the secondary school, and whatever initiative, skill, or advancement in this direction a student may have gained in the secondary school should be continued and emphasized immediately upon reaching college.

Alpha Phi Sigma encourages every high school boy and girl in the ideal of scholarship by offering to the students in the secondary schools a certificate on graduation to the salutatorians and valedictorians which authorizes immediate initiation in the order upon matriculation in the college where a chapter exists.

This organization helps in orientation and also in preserving and developing the beginnings of interest in scholarship. It offers a basis for grouping common interests without in any way interfering with any other organization. In the group where the fine ideals of scholarship are found other fine ideals have the opportunity of developing and growing.

The first chapter was established, February 26, 1930, in the Northeast Missouri State Teachers College at Kirksville, Missouri. Since then chapters have been organized at Warrensburg and Maryville, Missouri; Farmville and Fredericksburg,

Virginia; Cullowhee, North Carolina, and Huntsville, Texas.

Even though the organization is very young, we have evidence showing that the idea is attractive to the freshmen college student. Even with little publicity it has been found that our enrollment in the class of salutatorians and valedictorians is a much larger percentage than in preceding years.

The students are very enthusiastic in their attitude toward the organization, because it gives them a chance to capitalize their secondary school endeavors and to enter immediately into membership with a well organized group of college students whose ideals appeal to their parents and all their friends without exception.

The organization can in no way interfere with the standard senior college organizations. It merely means that the boy or girl who has found the ideal of scholarship in secondary school is encouraged to continue the ideal in junior college and even on through to graduation.

He will find a greater interest in the other divisional scholarship groups, and he will immediately have a greater interest in trying to start the ideal in secondary schools. Where the idea has been presented it has received very fine support, and we believe that it is one of the fine orientating schemes as well as a means of giving publicity to finer college ideals.

The songs for county chorus this year have been selected from Victor records, numbers 20744 and 21751. Most of these are folk and familiar songs well suited for elementary school children. They are:

Fiddle-dee-dee
The Postilion
The Dairy Maids
My Banjo
Blow the Man Down
Sourwood Mountain
Billy Boy
Sweet Kitty Clover
Bendemeer's Stream
Spanish Guitar

THE RIGHT TO BE ASHAMED

William McAndrew

MY LAND! How it rasped me, in the good old Michigan days, 1886-1890, to be called "professor" and I only a public-school teacher! I didn't want to stay as one, I didn't want the fact of being one given attention. Why was that?

William H. Payne, the first to occupy a chair of education in an American University had taught us that teaching is a profession and a great one. Why shouldn't I have been as gratified at being called professor as a physician is proud of his title, "doctor", or as the lawyer is fond of his "esq."? Why was it that every mother's son and daughter of us in Professor Payne's classes at Ann Arbor, reciting his lessons upon the importance and dignity of the teachers service, had a deep-down intention to get out of it just as soon as our college debts were paid?

I remember a dinner of forty members of the Schoolmasters Association of New York and Vicinity in 1896. John Buchanan, Principal of the Dewitt Clinton high school, in the course of a humorous address, asked all who had entered teaching with the intention of keeping at it to raise their hands. Nothing came up.

Again, I ask you, why was it?

If, before he applied for an appointment, each of those schoolmasters had made an analysis of the service, he would have recorded that it scores as high in importance, interesting processes, capacity for friendship, and many desirabilities, as does any profession. It hasn't nearly so many disagreeable necessities as there are in the practice of law or medicine. It is more certain of success in what is expected of it than the ministry is. It gives as good a living as the average year of the average practitioner in any of the higher pursuits. That was true in 1886. We had been challenged by Professor Payne to show the contrary. In spite of all the facts, what was wrong with us that we didn't want to go whole-heartedly into teaching as a profession?

I'll tell you. It was a hang-over from days before we were born.

Look at teachers in the literature of old days. Shakespere has one, "Pinch." The very name is an insult. The looks of him!—"A hungry, lean faced villain, a mere anatomy, a mountebank, a threadbare juggler, a needy, hollow-eyed wretch, a living dead man."

John Winthrop of early Massachusetts, writes in his diary how Nathaniel Eaton was haled to court for brutally beating with a walnut cudgel, "great enough to kill a horse," a lad of gentle birth bound out to him. The boy, thinking he would be murdered, began to pray, whereat the said Eaton beat him all the more for calling on the name of God in vain. Eaton was found guilty, but public opinion thought little of such misdemeanor considering the offender was a schoolmaster. He was good enough to be selected president of Harvard College, as, later, he was.

Roelentson, first schoolmaster in New Amsterdam, went to jail for a vicious offense, but the judge released him for there was no one to take care of the school children.

Foster relates a typical conversation regarding a teacher:

"He's not to be depended on."

"True. He is usually drunken as is the custom here with schoolmasters."

Irving gave us a bad name. He moulded contemptibility, cowardice, hypocrisy and greed into a human being and sent it down the years labelled "Ichabod Crane, schoolmaster."

Under a great load of aged contempt, teaching repelled the man and woman possessed of any usual American ambition to stand well in the world. Here and there an unusually courageous Horace Mann, Henry Barnard, Susan Anthony or Alice Freeman, protested against the injustice and stupidity of the common contempt. Women, clever with the pen, wrote stories in which teachers acted like human beings.

Such efforts had as much success as a present attempt to depict an attractive Bolshevik would get. Godey's Ladies Book, in 1858, carried an editorial note asking contributors not to submit stories having schoolmistresses for heroines. It required a genius like Edward Eggleston or Bret Harte to get admiration for a Hoosier schoolmaster or the young man teacher in "M'liss". Even so, the reader understood that the despised occupation was, for any interesting person, only temporary.

Brought up in a society that had never fully corrected the old prejudices we young cubs in Professor Payne's class, while we could not intelligently look down on teaching, did despise teachers and determined not to be one for long. A doctor's position, a lawyer's, an editor's, a business man's—something like that—was the hope of every one of us.

If I, at my present age, were back in 1886 I could give some tips to the youngsters who nursed an intent to jump out of teaching into the first bandwagon that came along. I would show them that medicine, law, business, and so forth, had also been once despised. I would have told the reluctant pedagogues how practitioners in other fields had reached a state of healthy self-respect and a command of public regard.

It is not so very long ago, considering the age of the world, that about the only well-regarded occupations were ruling realms or souls and fighting. To be king, nobility, priest, or soldier, or a person considered useful to a ruler, was the only way to be a somebody. For generations the ordinary lawyer was a joke, "a bluffer with a hocus-pocus science", as an old comedy described him; "who smiles in your face as he picks your pocket." "Our wrangling lawyers," says the Hudikras, "are so busy quarrelling here on earth they won't be able to stop when they reach their after life in hell." You can imagine the applause of Shakespeare's audience when Dick, the Butcher, cried, "The first thing we do, let's kill all the lawyers."

That profession had had a long need for elevating respect to be shown it by its own followers and others. How has the lawyer secured the regard he now has? I'll tell you if you linger long enough.

The doctor of earlier times, with notable exceptions, was the butt of jibes enough. Remember Asa? "And Asa in his diseases sought the physicians; and Asa slept with his fathers." You know the old epitaph:

"I was well
Wished to be better
Consulted doctors
And here am I."

The Emperor Adrian said "proclaim that I died of doctors." "A single doctor," ran an old saying, "is as a man with one oar sculling you to your end. But two are a pair of rowers who get you to it four times as fast." The sawbones, pill mixers, leeches have come into a place of confidence and honor. What brought him there? I'll tell you if you wait a bit.

The storekeepers felt no inferiority in my younger days but their respectability isn't very old. Napoleon called England "a race of shopkeepers." Some of our cynics of the pen seem hurt by dread that if America were thus insulted there would be a shout "You said it! Who's got a better right?" But it is not so very far back that the British Parliament received a report from its committee that the assumption of place by business men in political affairs, unless it was blocked, would ruin the nation. Herbert Spencer had been dead but a little while. His essays on the contemptibility of business would have astonished us of the eighteen eighties if we had read them. They showed society's contempt for business as deep as what we thought was the common disrespect for teaching.

Now, if you'll do me the honor to attend here next month, I'll review the methods by which medicine, law, business, teaching and other work has been raised to a higher respectability. It is something worth teaching to your boys and girls.

I began by exclaiming "My land!" When I think of taking my land's work, its children, and its wages, and of feeling ashamed of the job, I think it was pretty contemptible of me. It is my good fortune to have lived long enough, working alongside of "regular fellers," men and women teachers, to learn the big mistake and to know teaching as the most satisfying of the pursuits of mankind.

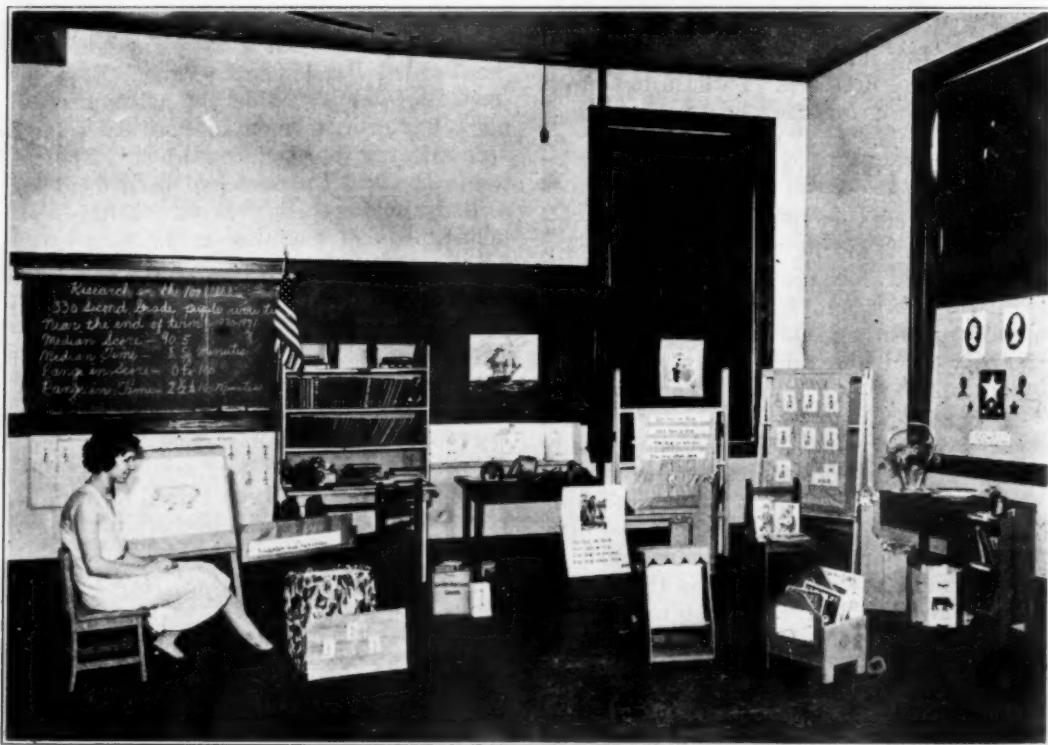
THE CHILD-CENTERED RURAL EDUCATION

By Cora E. Morris

THE RURAL Education Courses at the University of Missouri, Rolla Summer Session 1931, set as their slogans the modern educational phrases—"Progressive Rural Education Courses are for student participation and not for listening." "School work carries over into the concerns of every day life only through natural activities." "Teach the child to say, 'I have experienced' not to say, 'I know.'" They adopted the following principles to guide them in their courses, first, that the child centered rural school program must be recognized by its flexibility, adaptability, and a provision for a wide range of activities. Second, that provision must be made for individual as well as group participation in units of work centered around interests of a normal life

situation. Third, that the new rural school program must provide for longer periods and less uniform periods which are adapted to the changing needs of the work of the successive days. Fourth, that the daily program is not arranged for lessons but for activities.

Dr. J. W. Barley, director in charge of the summer session, made it possible for the instructor, Miss Cora E. Morris, State Rural Supervisor of Southwest District, and the rural teachers enrolled in the two courses to demonstrate the modern educational phrases and principles by furnishing them a large room which was used exclusively for their experiment. Since each student was a one-room rural teacher the class room for the summer was considered a one-room rural school.



Equipment for Rural Schools Made in the Rural Education Classes University of Missouri, Rolla Summer Session, 1931, and Illustrations of Units of Work to Apply Technique of Teaching.

The mind-set for the activities carried on in the "Rural School Organization and Management" class was created by a questionnaire which was given the students the second day of school. The questionnaire together with the replies follows: (In the class of fifty-four, forty-two taught last year.)

1. Did you teach in an approved school last year: Yes, 2. No, 40.
2. Was your library classified by the Dewey Decimal System? Yes, 2. No, 40.
3. Name the childrens' magazines used in your school. Four were named.
4. Was your flag mounted properly? Yes, 9. No, 33.
5. Did you teach the pledge to the Flag? Yes, 4. No, 38.
6. How many of your children received Reading Circle Certificates? Two schools received them.
7. Did you have a bulletin board? Yes, 16. No, 26.
8. Did you have a library reading table and chairs? Yes, 12. No, 32.
9. Did you have a sand table? Yes, 9. No, 33.
10. Was your floor oiled? Yes, 27. No, 15.
11. How many of your children received Six or Nine-Point Health Buttons? Two schools had children who received them.
12. Did you have a Rhythm Orchestra? Yes, 4. No, 38.

The study of the replies from the questionnaires resulted in a wholehearted purposeful attitude toward the units of work which were arranged.

The Units of Work were:

1. Classification of a Rural School Library by the Dewey Decimal System including the use of cards and envelopes.
2. Collection and study of twenty magazines for children.
3. Construction of equipment needed to do effective teaching. Modern technique requires much and useful equipment.
4. Intensive study of the new school law. How it will effect the Rural School.
5. Six and Nine-Point Health Buttons for the children.
6. Collection and construction of instruments for Rhythm Orchestras.

The Sixty-eight students in the "Technique of Teaching in the Rural Schools" class selected four units of work to use in applying the principles and laws of learning. The units of work of current interest were:

1. George Washington Bicentennial.
2. "Old Ironsides" picture by Gordon Grant and the poem by Oliver Wendell Holmes.
3. Nature Study (A Unit of work on the

bunny) Poem, "The Bunny" by Edith King.

4. Music for rural schools.

a. Organizing a rhythm orchestra.

b. Singing and study of the songs for rural schools for the coming year.

From the study of the concrete facts shown by the questionnaire the students in the "Organization and Management" class realized that their rural school for next year was as empty as the class room in which they were working. With this stimulus each member of the class went to work to equip the room with actual pieces of equipment. The class was divided into many committees. Each Committee presented a special piece of needed equipment. Then after samples were presented individual members of the class went to work to make actual equipment for his school for the coming year. Models or toys were not made, but instead actual equipment. In most instances the pieces which were made from the original sample were an improvement from the first one. When the "Technique of Teaching" class began to apply the Laws of Learning in developing their units of work for the demonstration of the modern educational slogans and principles set up to guide their course they realized a felt need for some equipment. Therefore, as soon as pieces of equipment were made it was immediately put to use. The activities created in one course were applied in the other and vice versa. For illustration, the rhythm orchestra instruments collected or made in the organization class were used by the technique class when they conducted their rhythm orchestra. The "pocket charts" were used to hold the sentence and phrase cards or the arithmetic combination cards.

Special programs for parents were planned in the following manner: When types of lessons were studied in the technique class the unit of work on "Old Ironsides" was used to illustrate them. At the conclusion of this division of the work a "test" on types of lessons was given in the form of a program for parents. The students of the other class acted as the parents. This further demonstrated Community Meetings as a direct means of informing parents and educating them to respond to the changing curriculum,—activity, freedom, creative activity and social

activity; as well as the need for well chosen libraries and in short something with which to work. All laboratory periods were conducted in the above manner—singing songs for rural schools, actually playing in a rhythm orchestra with their own instruments, reading childrens' magazines or books with the purpose of qualifying for a Reading Circle Certificate.

From the participation in these activities and concrete facts concerning the possibilities of a rural school the students experienced the following—The new rural school aims "to develop all the different sides of the child so as to enable him to grow into a strong well balanced personality."

The picture tells in a concrete way what was actually accomplished in the two classes. (One sample of each unit of work is shown in the picture.) Reading from left to right around the wall. A part of a graph made on a piece of muslin illustrating the results of an arithmetic test. Written on the blackboard is the result of a small piece of Research concerning the fundamental facts in arithmetic. Hanging underneath this is the "Exposed Answer" charts for forming bonds on the addition and subtraction facts. These are for the second grade children and therefore must be placed on the level with the eyes. A Flag mounted properly for inside use which may be raised and lowered. The library shelves containing the library classified by the Dewey Decimal System including the accession book seen on the desk; the box, sitting at the back of the desk, for the cards was made of a chalk box. "Old Ironsides" by Gordon Grant framed and hung by parallel wires flat against the wall and on the level with the eyes. Underneath the picture is a bulletin board made of insulite costing five cents a square foot. It is used for the first grade children to display their creative art and free hand paper cutting. This bulletin board is hung by parallel cords so that the

children may move it from place to place in their room as the need demands. Next is the picture display frame for the art pictures to be taught during the school year. The large bulletin board made of insulite used here to display the silhouettes and five-pointed stars for the George Washington Bicentennial. In the direct foreground reading from left to right is the small easel and its chair for the C. and D. Class. The use of this may find the child artist in some rural school. A small "pocket chart" for the daily news corner to be hung by parallel cords underneath the blackboard. The large waste paper basket was made of a banana crate cut down and covered with cretonne. In front of this is a small desk "pocket chart" for difficult combinations. A case for the combination cards—100 addition, subtraction, and multiplication facts; and 90 division facts. To the right of the library desk is a unit of the rhythm orchestra instruments made of oatmeal boxes, sticks, horseshoes, tamborines, triangles made of iron rods, etc. A reading unit for the first grade and its accompanying phrase cards in the "pocket charts" at the right, is hung on one of the large easels. Easels may be used for many things in a rural school as shown on the next one. The moving picture machine in the center front was made of an apple crate. It is quite complete having three rollers and an automatic fastner and release for the reel. The reading unit for C. and D. Classes at the extreme right consisting of a table, chairs, small library shelves, magazine case, and waste paper basket was copied most of all. They were painted green. The lumber for the table 24" by 36" and 22" high costs 36¢. The chair was made of an orange crate, covered with a cretonne cushion and back rest. Another orange crate was transformed into the library shelves. The magazine case was made of the ends of the orange crate which were left after making the chairs. It took six ends to made the case.



AN ACCEPTABLE MINIMUM

W. W. Carpenter
University of Missouri

THE RECENT SCHOOL legislation in Missouri may be considered the second milestone in our educational progress. The first milestone is the constitutional provision which declares that "A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the general assembly shall establish and maintain free public schools for the gratuitous instruction of all persons in this state between the ages of six and twenty." The constitution of Missouri clearly indicates our goal, equality of educational opportunity.

Our recent school legislation places the ability and strength of the state squarely behind the above proposition. By this legislation the state now guarantees equality of educational opportunity, up to an acceptable minimum, to every child in the state. It is the most significant school legislation ever passed by a Missouri legislature.

In our joy over our glorious victory, we must not lose sight of the fact that while our legislation is most significant and far reaching, yet it will *guarantee* equality of educational opportunity to the children of Missouri, *only* to the extent to which the *acceptable minimum* represents a desirable opportunity.

One measure of the desirability of an offering certainly is its cost. Other things being equal, a \$1900 teaching unit offers a more desirable opportunity to the pupil than does a \$1000 teaching unit. Equality of opportunity cannot be offered unless the cost allowed for a teaching unit is maintained at a level high enough to secure and retain well-qualified teachers. This, of course, is the responsibility of future Missouri legislatures.

The author of this paper was very much interested in the application of the new Missouri plan for financing schools to *Hopetown*, an imaginary situation in Missouri.¹ The minimum offering guaranteed to Hopetown is represented by the following:

Hopetown, Missouri²

1. Average daily attendance, pupils, grades 1-12	418
2. Average daily attendance, pupils, grades 1-8	290
3. Teaching units	10
4. Corresponding minimum guarantee at \$750 per teaching unit	7500
5. Average daily attendance, pupils, grades 9-12	128
6. Teaching units	6
7. Corresponding minimum guarantee at \$1000 per teaching unit	6000
8. Total minimum guarantee for grades 1-12	\$13500

In order to discover how the minimum offering in Missouri compares with another state which has a similar plan, but a larger allowance per teaching unit, it is assumed that there is also a Hopetown, New York, and that the enrollments for Hopetown, New York, are exactly the same as for Hopetown, Missouri. The minimum offering guaranteed to Hopetown, New York, is represented by the following:

Hopetown, New York³

1. Average daily attendance, pupils, grades 1-12	418
2. Average daily attendance, pupils, grades 1-8	290
3. Teaching units	10
4. Corresponding minimum guarantee at \$1500 per teaching unit	15,000
5. Average daily attendance, pupils, grades 9-12	128
6. Teaching units	5
7. Corresponding minimum guarantee at \$1900 per teaching unit	9,500
8. Total minimum guarantee for grades 1-12	\$24,500

If Hopetown, Missouri, were located in New York State, the cost of the minimum offering would be \$24,500 as compared to \$13,500 in Missouri. In other words, other things being equal, the minimum offering guaranteed to Hopetown, Missouri, is not acceptable in the State of New York.

A recent California magazine contains the proposed plan for California.⁴ If Hopetown, Missouri, were located in California,

2. The figures given are the totals cited by the article in the *School and Community*. The subject of transportation is not considered in these tables.
3. Work Sheet, State Department of Education, New York State, 1929-1930.

1. *School and Community*, Vol. XVII (May, 1931), pp. 210-211.

under the proposed plan, it would have the same total enrollment in grades 1-12, but these would be distributed among the elementary school, the junior high school, and the senior high school. The minimum offering guaranteed to Hopetown, California would be as follows:

Hopetown, California

1. Average daily attendance, pupils, grades 1-12	418
2. Average daily attendance, pupils, grades 1-6	240
3. Teaching units, grades 1-6	8
4. (a) Allowance at \$1700 per teaching unit	13,600
(b) Allowance at \$15 per average daily attendance	3,600
(c) Total allowance for 1-6	\$17,200
5. Average daily attendance, pupils, grades 7-9	100
6. (a) Allowance for maintaining a junior high school	4,000
(b) Allowance for average daily attendance	14,000
(c) Total allowance, grades 7-9 ..	\$18,000

7. Average daily attendance, pupils, grades 10-12	78
8. (a) Allowance for maintaining a senior high school	5,000
(b) Allowance for average daily attendance	16,380

(c) Total allowance for grades 10-12 21,380
 9. Total allowance for grades 1-12 .. \$56,580
 If Hopetown, Missouri, were located in California under the proposed plan, the cost of the minimum offering would be \$56,580 as compared to \$24,500 in New York or \$13,500 in Missouri. Other things being equal, neither the minimum offering guaranteed to Hopetown, Missouri, or to Hopetown, New York, would be acceptable in the proposed California plan.

The Missouri plan will succeed to the extent that a desirable educational offering is made possible to every boy and girl in the state. The recent legislation will show us the way to reach this ideal.

4. Swift, F. H. "A Plan for Public School Equalization Fund for California," *Sierra Educational News*, Vol. XXVII (January, 1931), pp. 19-20.

A SHORT HISTORY OF BUREAU OF EDUCATION IN U. S.

Written by Lydia D. Montgomery

Principal of Washington School, Sedalia, Missouri

The necessity of some central office for the collection and study of educational statistics and data was early seen and appreciated by educators of the United States of America. Several attempts were made to interest Congress and the Federal Government in a national office of education, but the effort proved futile until the National Association of School Superintendents, at its yearly meeting in Washington, D. C., February 6-8, 1866, appointed a committee to memorialize Congress on the question.

On February 14, 1866, Representative James A. Garfield of Ohio, presented the memorial to the House of Representatives, together with a bill for the establishment of a Department of Education on practically the lines proposed by the School Superintendents. The Bill was passed by the Congress and was approved by the President March 3, 1867.

Cubberly tells us, "This established at the City of Washington a Department of Education—but without Cabinet rank—for the purpose of collecting such statutes and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information regarding the organization, and management of schools and school systems, methods of teaching, as shall aid the people of the U. S. in the establishment and maintenance of efficient school systems and otherwise promote the cause of education throughout the country."

The Department of Education was continued as an "independent establishment" until July 1, 1869, when according to a provision in an act July 20, 1868, it was constituted an office or Bureau of Education in the Department of Interior.

The Bureau of Education is primarily an institution for educational research, and

promotion. The act creating it gave it *no administrative duties*, and the administrative duties that it possesses were subsequently assigned to it. The functions of the Bureau have been divided into four parts,—namely (1) Field Service, (2) Research and Investigation in Educational fields and special educational problems, (3) Educational surveys, and (4) Dissemination of Information.

Let us look at each of these functions for a moment—(1) Service in the field by representatives of the Bureau includes lectures and addresses upon educational topics before teachers, students, women's clubs, business men's clubs, and other organizations interested in education, conducting and assisting in special conferences for the consideration of educational questions, visiting and conferring with school officers, and teachers for the purpose of procuring and imparting information, and participation in educational surveys at the request of the proper local authorities.

In more recent years grants of money have been made from the Federal Treasury for aid in certain specified forms of education. For example, each State and territory receives an annual sum of \$50,000 for instruction in certain specified subjects, namely; (1) Agriculture, (2) Mechanic Arts, (3) English Language, (4) Mathematical Science, (5) Natural Science, (6) Economic Science. These are given in colleges of Agriculture and Mechanic Arts.

More than \$7,000,000 is distributed annually to the States to aid them in the promotion of vocational education. Other large sums are granted annually for agricultural experimentation, and for practical instruction in agriculture and home economies of the farm population of the country.

In addition to the aid granted to the States and Territories the Federal government makes provision for the education of its wards by providing schools for the Indians located in the Western part of our country and for aboriginal races in Alaska. It maintains the military, naval, and coastal guard academies for the training of officers for its military and naval services, schools for continuing the education of such officers as well as enlisted men of its various services. It supports the

Library of Congress, The Smithsonian Institute of instruction and the National Museum, the National Zoological Park, National Botanic Gardens, the Columbia Institution for Deaf, Howard University for negroes, located at Washington.

The Bureau of Education of the U. S. spends in all for what may be deemed Educational purposes in a broad sense of the term about \$62,000,000 per year. The total budget of the Bureau is now somewhat over a million dollars. It employs 103 persons in the city of Washington, 255 persons in Alaska, Seattle, and Washington and *one* special agent in Tennessee. Those in Alaska are Superintendent of Schools, teachers, physicians, nurses, cooks, orderlies, captains, and crews on vessels.

The head of the Bureau is the Commissioner of Education who is appointed for an indefinite term by the President of the United States. During these 64 years from 1867 to 1931 there have been eight Commissioners of Education appointed in U. S. The average term of office has been nearly nine years. The Commissioners and term each served are as follows,

1. Barnard	1867-70	3 years term
2. Easton	1870-86	16 years term
3. Dawson	1886-89	3 years term
4. Harris	1889-1906	17 years term
5. Brown	1906-1911	5 years term
6. Claxton	1911-1921	10 years term
7. Tigert	1921-1929	8 years term
8. John W. Cooper		
(in office)	1929-1931	2 years term

64 years, total

Our Commissioner of Education today is Dr. William John Cooper. He is the Educational officer who, according to his annual report, divides his work into two major parts; (1) collecting and broadcasting statistical information, and (2) carrying on work of research, surveys and administration.

The statistical service, which provides news and accurate reports of the whole range of educational activity in the country, from rural kindergartens to privately endowed universities, from city grade schools to adult education has attracted favorable attention from school officials and educators in all states.

The years from 1789 to 1860 constitutes essentially the formative period of our

national development. The Civil War resulted in the establishment of a unified nation. Although in this formation period the educational function of the Government was not generally recognized, it revealed itself in a variety of ways—in activities and modes incidental to normal political and, in particular, to administrative development. There was no degree of consciousness of any definite duties in the matter of caring for popular education. That was the concern of the various states. The function developed in neither logical nor a consistent fashion; it was exercised by a process of indirection.

Throughout its history Congress has held the "Office of Education" to a very minor position, with very limited functions and very meager support. While the Federal Government has undertaken many important scientific and educational services, Congress has from the first contrived that almost nothing originated under the direction of the Bureau of Education.

In conclusion, let me state the United States Bureau of Education was established in 1867 and is therefore 64 years old. It was created as a result of the demands from educators throughout the States for a central clearing house of educational information. The act of Congress providing for its establishment declared its duties as follows: "To collect statistics and facts showing the condition and progress of education in the several states and territories, and to diffuse such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country." This is the charter of the Bureau,

and shows that it was intended to be what it is, a fact finding and information giving organization on the subject of education. It has *no administrative functions* except such as have been assigned to it by the Secretary of the Interior in connection with the supervision of the expenditure of \$2,550,000 annually granted by the Congress to the several states and territories for the benefit of the colleges of agriculture and the mechanic arts, and in connection with the education, support medical relief of the aboriginal natives in the Territory of Alaska.

For purposes of administration the Bureau is organized into the following divisions.

1. Division of Higher Education,
 - (a) Universities and colleges
 - (b) Schools of Theology
 - (c) Law
 - (d) Medicine
 - (e) Dentistry
 - (f) Pharmacy
 - (g) Veterinary medicine
 - (h) Engineering
 - (i) Agriculture
 - (j) Normal schools and Teacher's colleges
2. Division of Rural Education
3. City School Division
4. Division of Physical Education
5. The Service Division
 - (a) Adult Education
 - (b) Industrial Education
 - (c) Commercial Education
 - (d) Home economics
 - (e) Foreign education
 - (f) School legislation
6. The Library Division
7. The Statistical Division
8. The Editorial Division
9. The Alaskan Division
10. The Bureau of Indian affairs.



FINANCING PUBLIC EDUCATION

ADDRESS OF DR. A. ROSS HILL, FORMER PRESIDENT OF THE UNIVERSITY OF MISSOURI, DELIVERED AT THE SUMMER SESSION COMMENCEMENT AT THE UNIVERSITY OF MISSOURI FRIDAY EVENING, JULY 31.

Previous to Civil War

IN COLONIAL TIMES, and to a slowly diminishing extent down to the close of the Civil War, free public education was only a dream of educational reformers. After the English tradition, it was considered the duty of the parents to finance the education of their own children. Teaching was one of the household industries.

With the exception of the project for a National University, the subject of education was not mentioned in the debates over the Federal Constitution; thus education was left to the states as to control or support, if, indeed, they saw fit to do anything about it. We have noted of late a marked tendency to assert that education is a state function and to build theories of support and control on that assumption; but there would seem to be nothing inherent in the nature of education that would logically exclude it from the fostering care of the Federal Government, as in the Morrill Acts, Smith-Lever and Smith-Hughes Acts, etc., or excuse the local school district from its full share of responsibility in the support of elementary and secondary education.

It is interesting to note that the question of state *control* of education assumed importance before the responsibility for state *support* was fully recognized. This University, for instance, was under state control from its foundation, but for more than a quarter of a century it received no support from the state but had to rely on student fees and the generosity of Columbia and Boone County citizens. The experience of the University of Michigan closely parallels that of the University of Missouri in this respect. Yet public control and public support are naturally and intimately connected.

In this period before the Civil War, the most significant event for public education was the establishment in 1837 of the Massachusetts Board of Education and the appointment of Horace Mann as its Secre-

tary. Due largely to the agitation of Mann and a few contemporaries the *charity school* idea gradually yielded to the popular conviction in favor of free universal education. As E. E. Brown, in the *Making of Our Middle Schools*, remarks: "The demand for public education under public control was a rising tide and in time it affected institutions of every rank and grade. It was on this rising tide that new systems of elementary education came into being, and with them, borne on the same sweep of public opinion, came a new type of secondary school,—the public high school."

From Civil War to World War

FOLLOWING the Civil War came a period of great industrial activity.

Manufacturing developed rapidly, railroads were built across the continent, and the west was opened up. Immigration reached a maximum. Cities grew rapidly and the United States changed from a rural to a predominantly urban nation.

The social and industrial changes involved took the school from the home and imposed new and enormous burdens upon the school as an institution and upon the teachers. The program of studies was expanded both by enrichment and by lengthening the period of public education. The school had to take the place of both the home and the shop. Scarcely did anyone dare to propose limits to its functions, to the demands upon it for adaptability to individual tastes and interests and for service to society.

Since the World War

SINCE the World War expansion of public education has manifested itself particularly by increased attendance, especially in high schools and public institutions of higher learning,—state universities and teachers' colleges.

The cost of public education has been enormously increased thereby; and this in-

crease, coming at a time when the cost of other forms of public service has mounted rapidly, has so increased total taxes that the public has become tax-conscious and a more critical attitude toward school costs has become the order of the day.

According to Professor Simeon D. Land of the University of Chicago. "Since 1913, the year before the outbreak of the World War, our national wealth has increased 119 per cent; our national income 150 per cent; our taxes 349 per cent."

As indications of increasing tax consciousness on the part of the public, note:

- (1) Of 43 state legislatures that met last winter, 32 were urged to make tax adjustments in the messages from their Governors, and 14 of them specifically stated that real estate is bearing an unfair share of the tax burden.
- (2) Under the leadership of the American Farm Bureau Federation, 14 national groups united last winter (meeting in Chicago) in a conference and adopted a platform of tax modernization.
- (3) Organization of property owners Division of National Association of Real Estate Boards.

The Education Finance Inquiry Commission found that from 1910 to 1920 the total cost of public education in the United States increased from 500,000,000 to 1,250,000,000 (150%), more than during any former decade in the history of the country; and since 1920 many cities have bonded themselves to the highest possible debt limit for school buildings.

As an illustration of tax increases for schools and other governmental activities, in a typical city since 1920, let me take a residence in Kansas City, Missouri.

Total Property Tax 1920 ..	\$ 737.77*
Total Property Tax 1930 ..	1219.31
School Tax 1920	265.33
School Tax 1930	496.80

As evidence of a more critical attitude toward school costs, a proposed bond issue of \$5,000,000 for school buildings in Kansas City, Missouri, failed in 1928, contrary to all precedents, partly, at least, because the School Board failed to take the people into their confidence as to details of expenditures planned. A year and a half later, \$5,000,000 were voted after full explanations had been given.

Yet from many quarters come reports of

*NOTE: In 1920 the portion of the tax paid to the State was only \$36.74 and in 1930 only \$51.84.

inadequate support, of over-crowded class rooms, of heavy teaching schedules, of high schools that maintain part time schedules in unsanitary quarters, of inadequate support of state educational institutions, of lack of opportunities for research, etc., etc.

Faced with this situation, the tax-payer wonders whither we are drifting, and whether his faith in public education has been too blind. We who are interested in public education would be wise to enter sympathetically into the problem of the tax-payer.

Probably the most discussed single utterance on the rising cost of education is contained in the 1922 Annual Report of President Pritchett to the Trustees of the Carnegie Foundation. Some of President Pritchett's statements of fact challenge our attention:

- (1) "The support of government absorbs an ever increasing share of the productive energy of each individual. That form of public service which has to do with education has shared in this movement. In some respects it has advanced more rapidly than other divisions of the public service."

Now the cost of public education has increased at practically the same rate as our national income but less than half as much as our total taxes, so the President's statement does not stand the test of analysis. In fact the percentage of total governmental expenditures devoted to education decreased from 17.6 per cent in 1910 to 11.8 per cent in 1920, the decade of greatest increase in school costs, a decrease of one-third; in the same period the percentage of state governmental expenditures devoted to public education decreased one-fifth. Only the percentage of local governmental expenditures devoted to public education increased by one-ninth.

Again President Pritchett remarks:

"The Ability of the public to support expensive forms of education has been sorely taxed."

This statement seems extreme when it is noticed that the increase in public expenditures for education parallels very closely the increase in the national income in spite of large increases in state support for secondary and higher education in most states, due to the great increase in enrollments in these institutions.

Furthermore, the nation spends almost

as much for candy as for public education; almost twice as much for tobacco, and the total national outlay for these and other luxuries is almost 17 times the cost of public education. So relatively speaking, the public is not "sorely taxed" to maintain education.

It is the opinion of President Pritchett that certain modern "educational theories have added most to the high cost of education."

The validity of this opinion seems questionable when one takes account of the following facts in educational costs:

Building costs:

Before the War the LeFever Hall cost 19½¢ per cu. ft.;

During War Neff Hall cost 31¢+ per cu. ft.;

Just after War 1st unit Home Economics Bldg. cost 51¢ per cu. ft.;

Coal that cost \$3.50 per ton before the War went up to \$7.50 per ton.

Labor that cost less than \$3.00 a day went up to \$6.60 in a decade.

On account of the depreciation of the dollar it was estimated by the Russell-Sage Foundation that the teachers of the country were "in a worse situation financially in 1920 than at any time since the Civil War period."

The increase in high school attendance, where it costs 2½ times as much as in the elementary grades, was another significant factor in increasing costs. Altogether then so many factors tended toward an increase in the cost of education that it is not fair to blame very much of that increase on the enrichment of the program of studies. In fact, most of that enrichment had occurred before the World War and the consequent increase in costs of everything.

Why, then, do school costs seem so burdensome to the taxpayers? Probably because an increasing portion of our school revenues are raised from the property tax levied in local districts; 72 per cent in 1910; 83 per cent in 1920; more than 90 per cent in 1930. Also districts vary notoriously in their ability to provide revenue from this source.

The natural remedy for this situation is to impose a larger share of school expenses upon the state, thus making it possible to tap sources of revenue other than the property tax; and this was done for Missouri by the school bills passed by the last legislature to a degree that must seem

almost revolutionary to many who have followed educational movements in Missouri since its admission to statehood.

The first Constitution of Missouri, that of 1820, provided that "one school or more shall be established in each township, as soon as practicable, and necessary, where the *poor* shall be taught gratis." The charity school idea prevailed a hundred years ago.

As late as 25 years ago when President Jesse and I, as Dean of the School of Education, were advocating state aid to weak school districts and state aid to high schools the State Superintendent of Schools of that day opposed the suggestion, declaring it contrary to the spirit of Missouri people who are naturally independent and proud and resent the suggestion that they need the aid of anybody in building up their schools.

In the latest legislation the local school district so far freed from responsibility for public education that for very many districts we cannot speak of *state* aid but of *local* aid in a state system of education. Public education is thus recognized as a state function in Missouri more fully, I believe, than in any other state. What was accidental at first in the framing of the Federal Constitution, has become the corner stone of Missouri's plan of financing public education.

Of course, this new school law is experimental and doubtless many changes will be found necessary before it is perfected to suit the educators and taxpayers alike; but there are certain features of it that call for a word of comment at this time.

In my judgment the most important and valuable feature of it is found in the provision for establishing a minimum standard of financial support for each elementary and high school unit everywhere in the State; but it is unfortunate that it does not recognize the State as the sole authority for issuance of teachers' certificates and impose higher minimum standards for teachers' qualifications. And the lowering of the minimum local tax rate to 20¢ on the \$100 assessed valuation as a condition of receiving such generous state aid tends to relieve the local citizen of due sense of responsibility for local schools and may

tempt some districts to lower and hence inequitable assessments.

Furthermore the inducements in the act toward enlargement of school districts seem quite inadequate and carry the possibility of perpetuating in some instances the present wasteful and extravagant rural school district plan.

While considering local school taxes on property, let us note the state property tax for general revenue, the meager 5 cents on the \$100 of assessed valuation. This paid along with some county taxes, and in Kansas City and Jackson County, at any rate, the entire tax is known as the "State and County" tax to distinguish it from the City Tax. The result is that very few people know how low is the State Property Tax in Missouri. Only 5¢ on the \$100 for general revenue funds; just half the rate paid by the citizens of Nebraska for the support of their State University alone. Also one-half the rate paid for the University of Illinois. So confusing is this situation in the minds and attitude of Missouri citizens that I favor the abolition of this small 5¢ State Tax on property for general revenue and the establishing of some other form of taxation that would yield more to the State without the present misunderstanding.

In the report to the State Survey Commission, it is pointed out that while a general sales tax is "undesirable as well as difficult to administer, and while general luxury taxes cannot be enforced fairly, there are, however, three so-called luxury taxes which have been developed with great success in a number of states; namely: the tobacco tax, the beverage tax and the admissions tax," and it is claimed that these would yield approximately \$7,500,000 a year, or three times the amount yielded by the 5¢ State Tax on property.

For some reason the Commission did not recommend the luxury taxes, but in urging a careful study and revision of the taxation system of Missouri the Commission did recommend that "this study include *luxury taxes*."

I would not suggest that the revenues derived from these luxury taxes be designated for the support of the higher educational institutions of the State, but call attention to the possibility that they may be

needed by the general revenue fund of the State if, as seems possible, the new school bill makes such demands on state funds as to leave little available for institutions of higher learning.

When we come to consider economies in government or public education the first things to occur to business men are "budgeting" and "uniform accounts." But budget laws, which help to balance revenues and expenditures, are not self-executing, and the only hope in uniform accounts is that they are audited, analyzed and made to answer questions which confront taxpayers. Usually they lead to few economies.

(For illustration of complications from budgeting schemes that magnify the value of accounting methods, note the cases of the College of Agriculture of Cornell and the University of Texas).

Another favorite suggestion is "Consolidation" and "Elimination of Duplication." No doubt consolidation of school districts would effect important economies as would consolidation of other governmental units; we could for instance, get along today with one-third the number of counties that were needed in the horse and buggy age, at significant reduction in cost of local units of government. We have in Missouri 1080 rural school districts with an attendance of less than 10 pupils each; 2714 districts with less than 15; and 4656 with less than 20. This represents an astounding waste of money and a great loss in educational efficiency. The new school measures will undoubtedly go far toward the elimination of inefficiency in rural schools, but if they fail to bring about enlargement of districts, the greater educational efficiency will have been purchased at a high financial cost to the State at large; and from the past history of Missouri in consolidation matters, we may anticipate some trouble when movements are started to take away the "little red school house" from many a rural community.

In the field of high education the question is not so much one of consolidations and mergers, except for administrative unity and consistency, with some incidental savings in expenditures, but there is a real problem in duplication. This has little financial significance in Junior College

grades because each state educational institution has students enough in these grades to require the sectioning of classes; but there is considerable expensive duplication in the upper courses where the State University, at slight extra expense, could offer facilities for all Senior College and graduate students in the State.

False conceptions of democracy have prevented sufficient differentiation of function, in secondary schools especially, and there has been a tendency to leave the curriculum so flexible that a student can change his mind at any time and yet graduate without loss of time or change of institution.

A heavy expense is involved in equipping and staffing every high school so that every student can get a superficial taste of every phase of secondary instruction or specialize in any subject of his choice. It involves making every high school a manual training high school, a commercial high school, a science high school, a classical high school, etc. Previous to the World War the most progressive educators in Germany though they wanted the *Einheitschule* like America but when they got control and had responsibility they changed their minds and stuck to the differentiated school, at least in principle.

This obsession for keeping the school adapted to changing impulses of students is partly responsible for our pyramiding of one school upon another (elementary school; Junior High School; Senior High School; Junior College and University) with consequent loss of continuity in intellectual development, waste of two years in mental growth, and corresponding loss of taxpayers' money.

Having some connection with the notion that every state educational institution should offer instructions suited to the tastes of every student who presents himself, the experts employed by the State Survey Commission found that "less than one-half of the students in the state owned teachers' colleges indicate the professional degree in education as their objective" and that 30% of the students enrolled are interested in some occupation other than teaching. The Commission's recommendations that only students planning to teach be admitted to these teachers' colleges; that only the pro-

fessional work be offered other than for the profession of teaching, etc., commended themselves to all readers of the report not influenced by institutional ambitions and not indifferent to the burdens of the taxpayer.

Then there is the fallacy of free tuition as inherent in the conception of public education. As already indicated, state control of education has not always meant complete state support. The question of student fees and the amount of them in the State University and State Teachers' Colleges depends on the funds appropriated by the Legislature and the financial resources of the students.

Sooner or later, and in my opinion sooner rather than later, state institutions of higher learning everywhere will have to face the problem of supplementing state support by reasonable tuition fees as a means of improving the facilities offered to students out of proportion to the amount of the fees.

Over-emphasis of members of students and courses is not uncommon in state educational institutions, due partly to general American trait. This increases expense and encourages false conceptions of educational values. Along with this generally goes the correlative emphasis on buildings and grounds.

Happily, this University has been remarkably free from these idols of the academic market place, and the economies forced upon it by meager appropriations have enforced a discipline on its administrative officers that has been generally wholesome in its effects upon their educational point of view, I have claimed that without question it is the strongest state university in America in proportion to its resources, and that taxpayers need only know its merits and its economical administration to plan for it generously and abundantly as the crowning glory of the commonwealth.

The outstanding merit of the University of Missouri for many years has been the quality of its faculty and this will be appreciated more fully as the years go by on the part of you who receive diplomas today. You will thus join with Kipling in the lines:

"And we all praise famous men
Ancients of the College;
For they taught us commonsense;
Tried to teach us commonsense.
Truth and God's own commonsense,
Which is more than knowledge.

LIFE'S MOST LIQUID ASSET—HEALTH

By

R. G. Leland, A.B., M.D., Director Bureau of Medical Economics American Medical Association.

PHYSICAL IMPERFECTIONS and disease still play an unnecessarily large role among the factors which handicap our youth. For the last half century science has made rapid and tremendous strides in revealing causes of disease and methods of overcoming physical handicaps. However, notwithstanding the undeniable benefits awaiting those who might avail themselves of both curative and preventive medical measures, there is an altogether too widespread indifference on the part of many parents to assume responsibility for the health development of their children.

We may safely assume that much of the indifference to health is due to lack of information or unwillingness to learn, although the efforts during recent years, to present to the public authoritative information concerning health and disease have been manifold. In some fields these efforts have been productive of remarkable gains, in others little or no progress has been apparent.

Health Is The Most Important Objective

Health is now placed above all other objectives in practically all school programs. The educational system is justified in its attitude toward health when one considers the extent and diversity of health impairments among the school population. It is reliably stated that 750 to 850 of every 1000 children on entrance to school have disease or defects of the teeth. This means that altogether too many children present, on entrance to school, evidence either of having had improper nutrition or some serious infection or of neglected dental care. Defective, diseased teeth are unsightly, insanitary and dangerous to health. The imperfections and ugly, irregular arrangement of the permanent teeth are too often due to the same causes which operated to produce defects and disease of the first set. It is not improbable that many cases of organic disease found in the men of military age during the draft examinations had their origin in bacterial seed sown through carious teeth of childhood.

Perfect Or Corrected Vision Is Essential To Good School Work

Visual defects among school children are seldom reported as less than 120 per 1000. Defective hearing is found in numbers varying from 10 to 100 per 1000 children. Such children are often dubbed as mental defectives and are thus unfairly stigmatized. Appropriate examinations to determine their acuity of vision and hearing and the application of correct remedial measures would in most instances restore these children to their proper place in competition with children of otherwise average physical and mental faculties.

Diseased Tonsils May Be Dangerous

Diseased tonsils constitute one of the most fruitful sources of possible permanent damage to children. From 70 to 250 school children per 1000 are found to have defective or diseased tonsils warranting removal. It appears that repeated sore throats, rheumatic fever, and cardiac diseases are frequently associated with diseased tonsils.

Underweight And Malnutrition Are Not Synonymous

Since weighing and measuring of school children has become a "rule of thumb" procedure in most school systems, the detection of actual undernourishment has, by this method, been very inaccurately accomplished; at times this practice followed blindly and rigidly has resulted in both injustice to individuals and failure to place nutrition teaching and practice in the schools on a proper basis. It is to be hoped that more accurate methods recently developed as a result of some modern scientific procedures will soon be simplified and made available for universal use. It is known that the age-height-weight tables do not always apply; many children who do not fit these tables may be enjoying splendid health. Until a more accurate measure of nutrition, as indicated by height and weight, shall have been provided it is urged that age-height-weight tables be used with great caution.

Thus, if space permitted, it would be possible to point out the incidence of all defects and diseases found in school children and to show to what extent the defects are correctible and the diseases are preventable.

School's Interest In Child's Health Is Justified

In the face of all the evidence of these handicapping influences which must have varying retarding effects upon children during that period of greatest potential development, and the apparent indifference to the health of their children evidenced by many parents, the educational system is justified in assuming some interest in the school child's health and undertaking to bring about a greater parental responsibility for their children's welfare.

The medical profession and health officials have for years plead for physical and mental perfection for children about to enter upon their educational career. It has been stated repeatedly that defects and disease have a certain relationship to retardation. It should follow that if neglect of health does contribute to retardation such repeating of grades may add an undetermined economic burden to the school system. At present, however, we are without a scientific basis for assigning a definite cost to the school system of the retardation caused by physical defects and disease.

Health Of Child Is Essential In Preparation For Life's Work

If we feel urged to show a practical interest in the child's health for the sake of his scholastic attainments, we are justified in even a deeper concern in the child's physical preparation for life. After all the educational system is but an agency by which youth is introduced to some of the factors which are later to become helpful or deterrent influences in life.

From the first grade to the fourth year in high school there is a tremendous loss in school population. With this imperfect and incomplete preparation many of these children seek employment at once, urged by the mere necessities of living. Competition for the best jobs becomes very keen and those with delicate physique, poor health and no training in health habits, soon find themselves in the inevitable, vicious, circle of continued poor

health because of no money and unemployment because of ill health, become the heavy economic burden upon society.

Illness And Physical Defects Often Defeat Economic Independence

Were it possible to know the extent to which neglect of defects and disease during childhood interferes with social and economic independence during the productive years of life, our interest in the health of the child would doubtless be changed in degree rather than in nature.

Intensive Efforts Toward Health Perfection Should Be In Early Life

Therefore, since experience has shown that children about to enter school have a great variety of physical defects and diseases many of which are correctible and/or preventable and since it is known that a very large percentage of children who enter the first grade will never finish high school and since it appears that certain defects and diseases of childhood, if not corrected, arrested or prevented, may seriously interfere with the social and economic potential of the adult, therefore definite measures to improve the child's physique and health should be applied as early as possible.

Every possible effort of everyone concerned with the health of the child should be exerted to the end of convincing parents of their obligation to their children in this matter.

Health Is The Individual's Greatest Asset

Altogether too many of our youth seem to be content with a minimum of educational training, i. e. an attainment which falls below the full high school course. We should be deeply concerned lest these same youth develop a similar attitude toward health. It may be possible for an individual to "get by" with a meager school experience, since the world requires an abundance of workers for whom a college course is not necessary. But although an honest, respectable and comfortable living is possible of attainment without having had a college education, it is exceedingly difficult to provide a decent living and establish a financial reserve for the declining years without continued health.

Health, therefore, is a capital investment necessary to the efficient operation of every

individual's life; this capital investment must be established early in life (the physique of parents and grandparents often enhances the value or detracts from the health assets of the infant); during

the preschool and school life of the individual every ethical reasonable and scientific means should be used to protect and enhance this, the child's greatest asset—HEALTH.

THE SWING OF THE PENDULUM

Clyde Hisson

Dean, College of Education, State College, Bowling Green, Ohio

TEACHERS of yesterday who have continued to be students are discovering along with teachers of tomorrow divergent points of view in education that if applied will bring fundamental changes in practise.

A byword of progressives is *freedom*. At every turn we come upon a new motion of just what freedom implies. On the one hand it is to all purposes synonymous with license. To give a child freedom means to permit him to do as he pleases guided only by the whims of the moment. Such a conception obviously means a program the opposite of yesterday's repression. On the other hand it may be that freedom is not necessarily the opposite of restraint but grows out of activity based upon a wide background of carefully guided experience and an intelligent appraisal of the present situation. Freedom in this sense is achieved as the culmination of a long period of development during which the teacher guides the child through activities that give him insight into the rich background of racial heritage to which he is heir. To repress means that the teacher will control; to give license means that the teacher will stand aside; to make way for freedom which is achieved, means that the teacher will guide. Evidently, each assumption necessitates practises that find no common ground.

Sketching the field we see yet another fascinating concept with which educators toy. It has been called *creativity*. Modern progressives have made every attempt to foster this quality. In most cases it is believed to be an innate potentiality or capacity which flowers in varying degree, depending upon the amount of endowment and the condition of the en-

vironment. Creativeness implies for most educators in progressive schools the almost sacred ability of the human being to make or discover something new in his environment. The school system which fosters this elusive quality must place its faith in the child and give him freedom to develop his powers. On the other hand the school which has no belief in creativeness puts it aside and emphasizes the more mechanical aspects of habit formation. Somewhere between the position which denies creativeness and that which considers it an innate possession is a third position which considers the exhibition of such a quality the result of a wide background of contacts, of an environment rich in leads to new interests. Such a position does not call for unrestrain but careful guidance in order that environment may give the most desirable leads.

Another concept which is now being discussed with renewed vigor because of certain developments in psychology and philosophy is that of *thinking*. Leading educators who place as the primary function of the school the development of thinking in this changing civilization insist that it is impossible to prepare students with ready made reactions and attitudes. New problems are continually coming to the front and a new generation will find it impossible to meet them in terms of old solutions. Each individual's conclusions must be the result of an intelligent appraisal of all factors in the new and problematic situation. Again there is a counter movement which considers thinking a rather useless concept. What actually happens, it is maintained, is that each individual reacts in terms of his past habits and thinking becomes simply his juggling of words as he talks to himself. It seems

that the wide divergence of these two theories when put into practise is evident. Belief in thinking means an educational program with vital problematic situations which grip the youngster. Belief in the superfluity of thinking means an education program with innumerable possibilities for habit formation.

Concerning these concepts and others equally fundamental teachers who are growing must take some position. Al-

though the pendulum continues in motion teachers dare not be caught up in its swing until they have thought thru the basic principles underlying its movement, for thoughtless wavering means school practise without a philosophy. Perhaps a teacher's final position will be neither one extreme nor the other. It is within the province of educational theory to aid in formulating this view by presenting the issues between which the pendulum swings.

PARENT-TEACHER ASSOCIATION

As School Begins

By H. Addington Bruce

THE long vacation is at its end. From mountain and seaside resorts, from the broad expanses of the farm and the scant playgrounds of the city, the children have come trooping back to their schools. Children and teachers alike are now in process of readjusting themselves to classroom work. It is a trying process for both teachers and children; and for this, it must be added, the parents of the children are mostly to blame.

Summer Study

For one thing, parents are to blame because of their almost universal custom of requiring no intellectual effort, or almost no intellectual effort, from their children throughout the long vacation; of letting the children give themselves so completely to amusement as to acquire habits of mental indolence which make it hard for them to buckle down to study when school reopens. This is not saying that the long vacation should not be largely a playtime. One of its basic purposes is to provide increased opportunity for growth through play. But it does children no harm—it does them a great deal of good—if they are expected and tactfully induced to intermingle a little study with their play.

It is vitally important for parents to appreciate that the mind as well as the body grows soft and flabby if allowed to be inert for any length of time. Still worse, prolonged mental inertia, like prolonged bodily inertia, breeds distaste for effort. Then when effort is required—as it in-

evitably is for every child on the reopening of school—there is a resistance which interferes more or less seriously with the gaining of knowledge.

All teachers can bear witness to the truth of this from personal experience of the difficulties of September and October. It accounts for the demand now and again heard from educators for a remaking of the school year, so that there shall be no prolonged break in formal schooling. The demand is likely to remain unheeded. Yet the fact does remain that to permit children to be study-free for an entire summer vacation is to breed mental laziness and to hamper mental growth. That parent is wisely kind who takes pains to see that his or her little ones are not wholly mental idlers during the summer months.

It is not a question, though, of forcing children to learn something in the summer. It is a question of observing, and if necessary creating, personal interests that will stimulate the children to read and study of their own accord—it may be geography, it may be history, it may be literature, it may be science, it may be the beauties and marvels of nature.

The range of subjects is as wide as the range of mental activity. For all these subjects there are books adapted to children's comprehension. And once a child becomes an eager reader of any kind of knowledge-imparting, curiosity-satisfying books, he possesses a sure antidote to the mentally disorganizing effects which teachers so fre-

quently have reason to attribute to the long vacation.

Unhappily this course, the ideal course, is the course which only the exceptional parent today takes. That is one reason why so many children find it hard to readjust and study to good purpose when school reopens. Another, and no less important reason, affecting not only children's readjustment but their progress through the school year, is the fact that, once school has reopened, many parents act as if the whole responsibility for their children's success in school rested with their children's teachers. This is an attitude no less unfair to the children themselves than to the teachers.

Parents Often Handicap the Teachers

For the actuality is that unless, all through the school year, parents heartily and definitely cooperate with teachers, it is impossible for the latter to do their full duty by the children in their charge. The so-called inefficiency of the schools, of which we have been hearing more with every passing year, is largely, if not mainly, due to lack of parental cooperation.

Children, for example, cannot study to good purpose unless their physical health is safeguarded in the home. Any doctor can tell a parent what ought to be done in the matter of diet, clothing, sleep, and health habits in general, to keep a child physically fit for school work. Yet again and again we find parents who give virtually no thought to this.

They dress their children unhygienically, let them eat indigestible food, perhaps give them too much or too little food, let them sleep in badly ventilated rooms. Instead of taking care not to over-excite their nervous systems, they continually keep the children under one kind or another of nervous stress.

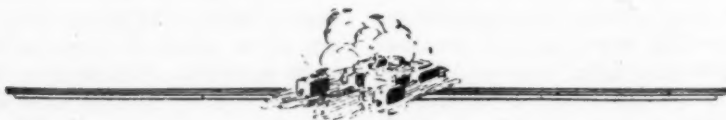
Just before the close of school this spring I called on a friend whose small boy was,

I found, doing home work to the accompaniment of radio entertainers. My amazed protest met with the explanation that the racket of the radio forced the boy really to concentrate, hence to study better. On that theory the radio should be in constant operation in every schoolroom. Alas! The poor boy's marks at the June examinations indicated that he actually had been concentrating, not so much on his lessons, as on the barkings of the radio's jazz artists and alleged funny men.

In many, many homes not only is the radio kept ceaselessly in operation, but the whole life of the household is one of feverish rush and restlessness. There is no repose, little self-control. And the children of the family are allowed to stay up later than they should, even permitted to go at night to the theatre or the movies. Such conditions do not make for physical fitness; and they have a directly harmful effect on the mentality by causing the children exposed to them to become unduly interested in things which, acting as distractions, most certainly weaken their interest in study and their ability to pay attention to their lessons.

For that matter, unless parents set their children a good example of sincere and intelligent interest in worthwhile things, industrious activity, and a sound morality, the developmental power of the school is necessarily lowered. For children, consciously or unconsciously, will take their parents as their models, and behave much as the parents behave. There is a world of truth in the reflection of the sagacious Karl Witte, "Our children are what we are. When we are good, they are good. They become kind, honest, industrious, and amiable, in proportion as we are kind, honest, industrious, and amiable."

From "Child Welfare" *The National Parent Teacher Magazine*.



TOUCHSTONES

By RUTH E. NORRIS

AN EMINENT ESSAYIST recently wrote, "I do not propose to sacrifice my intellectual health for the sake of another man's art. My mind may not be of the first order, but it is the only one I have and I can't afford to sacrifice it." Who of us gentle readers is not confronted with the task of winnowing the grain from the chaff in order that we may read with satisfaction and discrimination to ourselves? Should we not, however, be more fair and admit that the problem exists in the failure to develop discriminating reading tastes?

While reports from reputable library centers bear testimony that the American reading public is increasing at a steady rate, do these same reports furnish evidence that the followers of the printed page are consciously balancing the kind and amount of their reading? Are we, as teachers, adept in this art? The weight of evidence seems to negate the answer.

As teachers, we pride ourselves in our training to launch problems, or more appropriately (permit them to arise out of the experiences of the children), set up objectives, stake goals, set up criteria for evaluating teaching procedures, and construct devices for picturing individual and class progress; how much effort do we exert in setting up new and improved programs for our own advancement in a single activity, that of our reading? How often do we argue with ourselves after a session in summer school, "I am so fed up on old dry readings in psychology (any of the fifty-seven varieties) or the maladjusted child that I'm staying shy of writings on those subjects. I'm going to read plenty of peppy stories for awhile." If this picture is overdrawn, then teachers are being unjustly criticized for their "luke warm" attitudes toward their work as well as their limp hold on the situation; if the picture is true, and it must be, in part at least, for surely all our critics can't be wrong.

No teacher, even one who has only a fair degree of professional pride, will be in-

jured by checking himself by the simple test set by Henry Van Dyke:

Read the preface to a book; go in at the front door.

Read one book at a time, but never one book alone. Well-worn books always have relatives. Follow them up.

Read the old books, those that have stood the test of time; one for every two recent ones. They will help you discriminate among the new ones.

Read plenty of books about people and things; but not too many books about books.

Read again the ten best books that you have already read. The result of this experiment will test your taste, and fit you for progress in the art of reading.

One is surprised to see how readily a reading diary reveals major trends in his contacts in the fields of biography, travel, science, fiction, or religion. The well-read person is one who experiences genuine pleasure in consorting with great minds; their writings readily become his touchstones. Through reading and study he has found the thrilling spectacle presented by Orion in a winter's sky; he has bowed in reverence with Dr. Grenfel in his ministry among the humble fisher-folk of the Labrador coast; he has stood on the rim of a high pitched lake in the Rockies and spied the fringed gentian with Enos Mills; he has watched the big grizzly cut his mark on the trees, thereby declaring his sovereignty of the region; he has come to know that Mary Antin's *Promised Land* is a message and not a myth; he has found true pictures of pioneer life in America revealed in Willa Cather's *My Antonia*. Hamlin Garland's *Son of the Middle Border*, as well as a more recent one, Bess Streeter Aldrich, *A Lantern in Her Hand*, pictures so vivid, so gripping, one is awed by the striking portrayal of dauntless conquerors of the virgin soil of our Middle West.

Those of us who have permitted ourselves to be lulled to sleep by the insidious poison of some ink bottles need to be roused from our lethargy and shaken loose from our moorings by crisp, challenging articles in our current periodicals by alert, and astute thinkers as Will Durant, John Dewey, Robert A. Millikan, Bertrand Russel, James

1. Crothers, Samuel McCord.—"Social Survey of Literary Slums"; Atlantic Monthly, September, 1927.

Truslow Adams, and not infrequently the indispensable H. L. Menken. In the degree that we become saturated with a desire for newer and better intellectual equipment, in like manner will we be able to make our classrooms alive with interesting situations.

Helen Keller aptly strikes a resonant chord in her fitting statement, "Great poetry, whether written in Greek or English, needs no other interpreter than a responsive heart." The responsive heart

must of necessity be that of the guide, the leader, none other than the teacher. Are we returning to our classrooms with larger visions, a more genuine thrill in the task that lies ahead, and more responsive hearts? Are we returning from travel, from summer sessions, from rest in quiet places with a greater inspiration to participate in the mighty undertaking that September ushers into motion? Surely, one worthy the name of teacher can do no less.

STUTTERING AND LEFTHANDEDNESS

The Teacher's Attitude Toward the Left Handed Child
by

Dorothy Mellen Woldstad

THE CASE HISTORIES here presented, selected from our work in the public schools of St. Louis, illustrate the presence of the left handed factor which seems to play a definite part as a causative element in the etiology of stuttering.

The child whose life is made miserable by the inability to make a social adjustment through the medium of successful speech deserves our most careful study. Any preventive measure which may seem to be indicated is eagerly welcomed by every serious worker in the field.

These cases are not offered in proof of a theory. They are intended to give to the public school teacher an indication of the possible danger in her well meant attempt to make a right handed child out of a left handed one.

The break in the rhythm of speech which may follow as a result of the shift in handedness is a far greater handicap than the handicap of going through life left handed. A speech defect is an economic and social handicap. Being left handed is an inconvenience which may be met and dominated by the individual.

Every teacher knows of individuals in which the shift from left to right hand was successfully made with no apparent injurious effect to the individual. The emphasis should be placed upon the word *apparent*. The nature of the injury may not be *obvious*. It may occur in the instability of the nervous system and not register in speech. There are, of course,

those individuals who are strong enough in their cerebral centers to be able to stand the strain.

Case I Alice J. Age 14 High School,
Freshman Year, I. Q. 108

I. Family History:

Father and mother born in America. Paternal and maternal parents born in Germany. Paternal uncle believed to be left handed. No history of stuttering in the family. Speech of father and mother characterized by slowness partially due to unfamiliarity with English language. One sister with defective vision, unable to attend school. The father is a mechanic in a garage at a weekly salary of twenty-five dollars.

II. Personal History:

A. Developmental—

Patient has one sister a year older. Mother was about twenty-four at birth of patient. Normal birth. Speech began with words when about a year and half old. Walked when ten months old.

B. Childhood—

When a baby, her earliest attempts to reach and grasp were made with the left hand. The usual infantile activities, holding and shaking a rattle, feeding herself, playing with a ball, were carried on through the use of the left hand. No attempt was made by mother or father to make her right handed.

Educational

She has completed the first year of high school. Started school at six in the first grade. Gets along well in all subjects; drawing and sewing are her favorites. English the most difficult. It is her ambition to become a designer of women's clothes.

Through her first three years of school her teachers tried to make her right handed. At the end of the third grade, she was considered successfully changed. In the fourth grade she started to stutter and has continued ever since. St. Vitus dance followed onset of stuttering. Stutter continued after recovery from St. Vitus dance. She has done all of her

writing with her right hand throughout her school years. Her drawing and fine sewing she has always done with her left hand.

Medical

When eight years old she had whooping cough, measles a year later, and jaundice at thirteen. St. Vitus dance when in fourth grade—about ten years old; stayed in bed most of the year.

Personality

Attractive child with inward tension marked by outward calm. Overly conscientious in all duties, over anxiety and fear expressed in thin, weak voice. Careless of physical hygiene; was eating no breakfast and very little luncheon when first interviewed. First real food of the day taken when she returned from high school at three o'clock. Was drinking no water.

Immediate program was set up of breakfast each morning, six glasses of water a day, and nap when she got home at three o'clock. This was faithfully carried out through the remainder of the year.

Intelligence Examination. Binet I. Q. 108.

Physical examination—patient reported examination by family doctor with no physical findings.

Speech Examination

In free conversation, the child presents continued initial and medial repetitions, but no complete blocks occur.

There are no facial movements, no sucking, swallowing, or gasping movements. She stutters frequently in reading aloud. In silent reading, no movements occur.

The patient responded to tests for handedness: simultaneous writing, mirror reading and writing, and ocular dominance as a left handed individual. In response to the remark, "You seem to be a left handed child," she replied, "Why of course I am!" And then followed the story of the early struggle.

Treatment

Therapy for every speech case must always be physical hygiene, mental hygiene and speech training combined in cases of this kind with the treatment for handedness.

A definite program of physical hygiene was necessary here which was faithfully observed. Continuous mental hygiene for a release of the anxiety and fear and adjustment to the school situation was carried on. Writing tasks were set up accompanied by speech, involving movement in the hand and leg; the shift from right to left was made quite complete with a definite improvement in speech already apparent.

Case II John M. Age 12 7th Grade
I. Q. 112

I. Family History:

Father and mother born in Ukraina. Dual language situation in home. Father painter. Broken English spoken by both mother and father but no abnormalities in speech of either. Sister R—15 and S— at present no physical or mental deviation.

II. Personal History:

A. Developmental—

Normal birth, learned to talk at 10 months, walked several months later. Completely left handed from earliest grasp and gesture. Parents attempted to make shift. Unsuccessful, they gave up the attempt. A second attempt made in kindergarten through most of the year. Upon entering the first grade, the child used his left hand and no further attempt to shift was made. At present he writes, eats, shoots marbles, bats and fights with his left hand. Stutter occurred after starting first grade.

B. Educational—

Twelve years old in the seventh grade, he is very small and slender for his years. His best subject is History, his poorest subject English. He makes good progress in his studies but his extreme tension keeps him in a state of continued activity in the school-room which presents something of a behavior problem to the teacher.

C. Medical—

Essentially negative.

D. Personality

He has developed an aggressiveness as a defense mechanism that makes him rather unpopular with other boys. He is tense, easily irritated and angered, and frequently in trouble of one kind or another.

On the inside he is a lovable, sensitive spirit, easily approached and influenced, but seemingly a victim of his own nerve tension.

Physical Examination

No significant findings.

Intelligence Binet I. Q. 112.

Speech Examination

In free conversation a moderate stutter occurs accompanied by no uncontrolled movement of face or body. When in the first grade his speech completely blocked; he has improved gradually since then. At the present time, he indicates a complete future recovery.

Treatment in this case was again mental hygiene, physical hygiene, and speech training. Outstandingly important was the necessity for relaxation; the understanding of his own personality problems and the complete uninterrupted use of his preferential hand.

Case III Richard 17 years old I. Q. 72

Personal History

The patient has a brother 14 and sister 12. Both have no apparent abnormalities. Father died when Richard was four years old; step-father at age of seven.

Childhood

Richard played vigorously out of doors, associating with boys his own age, until the age of seven. (See medical.) Ate and slept well.

Educational

Repeated kindergarten, half of first and half of second grades.

Intelligence—72 in Stanford-Binet.

Medical

Whooping cough, measles and chicken pox in early infancy. Flu when seven years old followed by what was diagnosed as infantile paralysis which left incapacitated his entire right side. Activity came back into leg, though it still drags. Arm continued to be

helpless, necessitating the shift to the left hand for writing. For three years, of his own volition, he developed writing with his left hand to quite a fair degree of success. About five years after the shift was made, he developed a mild stutter which has increased slightly.

Personality

Attractive, appealing, likeable boy. Not superior in mental alertness, but well adjusted to his physical difficulty and, in his humble way, making a real success of this business of living.

Treatment

Because of the inability to use the right hand, certain activities were continued. Writing and drawing were discontinued, but type-writing was substituted. Arithmetic was also carried on with the left hand.

A slight improvement with no marked degree of success has been observed.

Various Theories Advanced

In our present state of knowledge, the causative factor in stuttering is still something of a mystery. There are many theories and several of these schools of thought are represented in the American Society for the Study of Speech Disorders. It is plain that our ignorance of the etiology of stuttering is still profound.

That something can be done for the stutterer is a known fact. Successful results have been obtained from the various methods; breath control, visualization or the concentration on mental speech, psychological analysis, physical hygiene, and the consideration of handedness.

Through several years of work in this field, it is my conviction that we must be more interested in *treatment* than in etiology, and in order to treat wisely, we must be familiar with every successful practice known to the field.

The Emotional Factor in Stuttering

No one working with stutterers can fail to appreciate the emotional maladjustment which is so frequently present. The exceeding sensitiveness and frequent presence of inferiority feeling, the many mental conflicts that manifest themselves in speech cannot be treated without being thoroughly imbued with the mental hygiene viewpoint.

Speech is, with every normal person, the outward expression of the inward feeling. Every emotion reflects itself in the voice. Anger, fear, love, indifference register in the tone quality and tempo of the voice. It is, then, easy to understand how deep seated conflicts may upset the rhythm of speech to a greater degree.

It is necessary to analyze the nature of the conflict through the study of the child's environment, and his complete program of living.

That there is no weakness in the speech mechanism is evidenced in the fact that a stutterer may speak easily to his companions and be unable to speak to his teacher. Some stutter only on the playground; others only in the home. The emotional factor cannot be overlooked in the stuttering child.

Handedness Theory in Stuttering

That left handedness, when interfered with, may give rise to conflict between the two cerebral hemispheres and act as a factor in stuttering has been indicated.

About twelve years ago, Dr. Smiley Blanton showed that about 12% of stutterers were or had been left handed, while the usual percentage of left handedness among individuals with normal speech is not much over 4%. Practically every worker in the field of speech pathology has corroborated this conclusion.

In Ballard's *Handwork* as an Educational Medium, published some fifteen years ago, the relation of stuttering to handedness is stressed.

One of the most extensive recent works in this field has been done at the University of Iowa by Dr. Orton and Dr. Travis.

The brain center being located on the opposite side of the brain from the preferential hand and no known structural reason existing for our using the right hand more than the left, it is small wonder that some individuals grow up to be left handed with the speech center on the right instead of the left side of the brain as is the case with most individuals.

Many of the individuals who are left handed have no speech difficulty. Considering, however, that 12% of those who stutter are or have been left handed and only 4% of the individuals with normal speech have a history of left handedness, we cannot ignore left handedness in considering the etiology or treatment of stuttering.

We have not come across any piece of research which indicates that the four pawed animals are predominately right pawed.

We are inclined to believe that, in our presumably higher strata in the evolu-

tionary scale, our addiction to right handedness is an educated one. When a child is given a rattle, it is placed in his right hand and he is taught to shake it with that hand. If he uses his left, his mother takes it away and places it in the right hand. With his automatic grasp, he takes it in his right hand and through trial and error, he soon learns that this is the hand which he must use.

When he begins to use a spoon, he learns that it should be held in the right hand. Imitation of adults is also an influence. Some children grow to school age using the left hand for all the ordinary acts for which other children use the right hand. This child may learn to write with his right hand without undue pressure simply because other children are doing it that way. If this happens, all is well.

The Danger in the Shift

Should the child, however, show a definite preference for his left hand, or should he develop signs of emotional distress when suggestions are made favoring the right, no wise teacher will continue her effort. The damage she may do is too great to offset any possible good. Whether the hand preference is inherited or educated, it is too late to make a change when the child has reached school age. An inversion of mental images takes place, a child will read *y* for *h* and *b* for *d*. Frequently reading disabilities occur in children of superior intelligence.

Knowing, as we do, that among those who stutter there are 8% more left handed people than among those with normal speech, we must handle the speech problem of the left handed child with great care. In other words, a child with a history of left handedness who comes to school with a definite preference for his left hand is a potential stutterer. Any attempt to change him is a dangerous business in which no teacher can afford to take a chance.

We say this with the realization that a speech handicap is a far greater handicap than that of left handedness.

The "south pawed" individual may become a world famous batter like Babe Ruth, one of the greatest pitchers of the country as is Robert Grove the left handed pitcher of the Philadelphia team, a national tennis champion like John Doeg, or a James A. Garfield the twentieth president of the United States.

If a child is sensitive about being left handed and therefore not like other children, he should be told about the successful ones. Just as one must adjust to the height of the body or the color of the skin, so children can be schooled to become perfectly content with a left handed handicap.

Treatment for all stutterers, left and right handed, must always include *mental hygiene, physical hygiene and speech training*.

The home environment, the school situation, the playground activity must be studied to find out if the child is thwarted in his efforts at self realization. If he is given feelings of inferiority because of his divergence from normal, he must be developed along the line of the thing he does well, and taught the *gospel of acceptance*.

We who are speech workers hope that through mental hygiene, physical hygiene, and speech training, together with the wise understanding and guidance of the home and the school, we may prevent and, if possible, eventually eradicate the speech difficulties of little children. As President Hoover so well expressed, at the White House Conference, "it is our duty and our privilege to lighten the burdens of little children, to help place their feet upon firmer paths to health and well being happiness; They are the wholesomest part of the race for they are the freshest from the Hand of God."



STATE PUPILS READING CIRCLE

THE ORGANIZATION, requirements and standards for the State Pupils Reading Circle are given in Courses of Study for Elementary Schools, pp. 534-536. This is an organization for more efficient reading in many fields. The list from which books may be chosen this year are given here. It is suggested that teachers file this list for future reference. These books should be ordered from E. M. Carter. Sec., State Pupils Reading Circle, State Teachers Association, Columbia, Mo.

GRADE I

I Literary Readers

Read any 4 literary readers suitable for grade one in addition to the adopted texts.

II Stories and Rhymes

Read any 6.

The Golden Goose Book, Brooke
Johnny Crow's Garden, Brooke
The Poppy-Seed Cakes, Clark
The Chicken World, Smith
The Country Book, Smith
The Farm Book, Smith
The Seashore Book, Smith
Busy Little Brownies, Banta
Children of Mother Goose, Cowles
Cotton-Tail First Reader, Smith
Cotton-Tails in Toyland, Smith
Doll Land Stories, Byington
The Fairy Primer, Banta
Little Black Sambo, Bannerman
The Singing Farmer, Tippet
The F-U-N Book, LaRue
Tale of Peter Rabbit, Potter
Adventures in Story Land, Taylor
Mother Goose Book, Bolenius and Kellogg
Work-A-Day Doings, Serl and Evans
Work-A-Day Doings on the Farm, Serl
The Story-A-Day Book, Holt
My Reading Book, Youngquist and Washburn
Marigold Garden, Greenway
Bible Story Reader, Book I, Faris
An Airplane Ride, Read
An Engine's Story, Read
A Story About Boats, Read
At Grandfather's Farm, Read
Billy's Letter, Read
Jip and the Firemen, Read
Mary and the Policeman, Read
Mr. Brown's Grocery Store, Read
*Stories of the Red Children, Brooks—Educ. Pub. Co.
*The Sandman; His Farm Stories, Hopkins—Page.
*Chimney Corner Stories, Hutchinson—Minton
*Rhymes and Stories, Lansing—Ginn
*Sing-Song, A Nursery Rhyme Book, Rossetti—Macmillan
The Little Black Hen, Deihl
Kitten Kat, Dearborn
Bible Stories to Read, Moore
Rhymes from Mother Goose, Welsh
Betty and Jack, Lisson-Thonet-Meador
Helen and Bob, Thonet-Meador
The Magic Boat, Wright
Gray Kitten and Her Friends, Hall
Read It Yourself Stories, Harris and Edmonds
Tales from Story Town, Ashton
Indian Life Series—Little Eagle, Deming
Nature Activity Readers, Book I, Edwards and Sherman
Storyland, Book I, Kinsella
Little Farmers, Hardy and Hecox
Betty's Letters, Hardy and Hecox
Peggy Goes Riding, Hardy and Hecox
Fire, Hardy and Hecox

GRADE II

I Literary Readers

Read any 4 literary readers suitable for grade two in addition to the adopted text.

II Stories and Rhymes

Read any 6.

Tom Thumb, Perrault
The Peter Patter Book, Jackson
The Tale of Benjamin Bunny, Potter
The Tale of Jerima Puddleduck, Potter
The Story of Squirrel Nutkins, Potter
Bobby and Betty at Home, Dopp
Bobby and Betty at Play, Dopp
Bobby and Betty in the Country, Dopp
Cock, the Mouse, and the Little Red Hen, LeFevre
Dutch Twins, Perkins
Hiawatha Primer, Holbrook
In Fableland, Serl
Jack O'Health and Peg O'Joy, Herben
Jingle Primer, Browne
The Kelpies, Blaisdell
Little Wooden Doll, Bianco
Bunny Rabbit's Dairy, Blaisdell
Wag and Puff, Hardy
Under the Story Tree, LaRue
Story Folk, Suhrie and Gee
The Squirrel Tree, McElroy and Young
Fairies of the Nine Hills, Banta
In Animal Land, LaRue
Wags and Woofie, Aldredge, McKee
Baby Animals, Troxell and Dunn
Little World Children, Seantlebury
Fun at Sunnyside Farm, Minor
Story Fun, Suhrie and Gee
Nan and Ned in Holland, Olmstead and Grant
Six Nursery Classics, O'Shea
The Golden Trumpets, Thompson
Nature Studies for Children, Book I, Albright and Hall
Boy Blue and His Friends, Blaisdell
The Adventures of Grandfather Frog, Burgess
Stories of the Seminoles, Fairlie
Betty June and Her Friends, Ellingwood
Pammy and His Friends, Troxell
Nursery Tales from Many Lands, Skinner & Skinner
Bible Story, Book II, Faris
*The Tortoise and the Geese, Bidpol—Houghton
*Clever Bill, Nicholson—Doubleday
*Rice to Rice Pudding, Smalley—Morros
*Peter-Pea, Grishina Givago—Stokes
*Karl's Journey to the Moon, Maja Lindberg—Harper
*The House at Pooh Corner, Milne—Dutton
*Fairy Tales, Perrault—Dutton
*Orchard and Meadow, Meyer—Little
*Little Blacknose, Swift—Harcourt
*Skitter Cat, Youmans—Bobbs
Jesus and the Children, Smither
Billy Gene and His Friends, Lynch

Peter's Wonderful Adventure,

Murry
Tambalo, Lide and Alison
Fleetfoot, The Cave Boy, Nida
The Tree Boys, Nida
Citizenship Readers, Schools Days, Ringer and Downie
The Farm Book, Smith
Peter and Polly in Autumn, Lucia
Peter and Polly in Spring, Lucia
Peter and Polly in Winter, Lucia
Busy Carpenters, Tippet
Playtime Stories, Dunlop and Jones
Alice and Billy, Lisson and Meador
Tatters, McElroy and Young
Better Living for Little Americans, Lawson
The Snow Children, Walker
Having Fun, Wright
The Dutch Mother Goose, King
Christopher Robin Story Book, Milne
Fall of the Fairy Prince, McElroy
Nature Activity Readers, Book II, Edwards and Sherman
The Man in the Drum and Other Stories, Kinsella

GRADE III

I Literary and Fiction

Read any 4.

Japanese Fairy Tales, Book I, Williston
New Garden of Verses for Children, Stevenson
Peter and Polly in Autumn, Lucia
Peter and Polly in Spring, Lucia
Peter and Polly in Summer, Lucia
Peter and Polly in Winter, Lucia
Pig Brother and Other Fables, Richards
Poems for Reading and Memorizing, Grade III
Mother West Wind's Children, Burgess
Merry Animal Tales, Bigham
The Poetry, Book III, Huber, Bruner, Curry
Literature for Reading and Memorization, Book III, Tucker
Kipwillie, Krapp
Adventures of a Brownie, Mulock
Adventures of Reddy Fox, Burgess
East O' the Sun and West O' the Moon, Thomson
Story Friends, Suhrie, Gee
Peter Pan and Wendy for Boys and Girls, Barrie
Tiny Tail and Other Stories, Andrew, Beston, Hale
Bee, the Princess of the Dwarfs, France
The Billy Bang Book, LaRue
Peter's Wonderful Adventure, Murphy
Now We Are Six, Milne
The Climbing Twins and Other Stories, Clark
Silver Pennies, Thompson
Adventures of Chippy Bobby, Batchelder
Bad Little Rabbit, Bigham
*I Go A-Traveling, Tippet—Harper
*I Live in a City, Tippet—Harper
Peter Pan, Barrie (Perkins)
The Curious Car, Craig
The Spindle Tree, Herbertson
The Happy Road, Lisson and Grant

Real Life Reader—New Stories and Old, Martin

Powder Puff, Peterson

Winnie Fox's Diary, Hilkene and Gule

Fun on the Farm, Minor

II History and Biography

Read any 3.

How the Indians Lived, Dearborn
Five Little Strangers, How They Came to Live in America, Schwartz

Child's Book of American History, Blaisdell, Ball

The Cave Twins, Perkins

The Tree Dwellers, Dopp

Viking Tales, Hall

The Cave Boy of the Stone Age, Dopp

Little Indian Folk, Deming

Stories of Great Americans for Little Americans, Eggleston

Fifty Famous Stories Retold, Baldwin

Stories of American Pioneers, Heard, King

*Little Girl of Long Ago, White—Houghton

*Tales from Far and Near, Terry—Row

Moonstruck Feet, Wolfeschlager

Taming the Animals, Nida

III Geography and Travel

Read any 3.

Japanese Twins, Perkins

First Lessons in Geography, Knowlton

Around the World, Book II, Carroll

Around the World with the Children, Carpenter

Belgian Twins, Perkins

Child Life in Many Lands, Book I, Fairgrieve—Young

Geography for Beginners, Shepherd

How We Are Clothed, Chamberlain

How We Are Fed, Chamberlain

Wretched Fleas, A Chinese Boy

Dutch Twins, Perkins

Old Mother West Wind, Burgess

Little World Children, Scantlebury

How Other Children Live, Perdue

Little Philippe of Belgium, Brandeis

In Kimonoland, Yule

IV Nature, Science and Invention

Read any 4.

Animal Land Children, Flora

At the Zoo, Lewis

Book of Nature Myths, Holbrook

Grasshopper Green's Garden, Schwartz

Journeys to Health Land, Andress

Mother West Wind's Animal Friends, Burgess

Nature Study for Boys and Girls, Book III, Craig

Our Bird Book, Webb

Our Birds and Their Nestlings, Walker

In the Open Air, Dorland

In Field and Pasture, Dutton

Jack O'Health and Peg O'Joy, Herben

Science Reader, Animal Life, Book I, Nida

Nature Stories for Children—Autumn, Allbright, Hall

Nature Stories for Children—Spring, Gordon and Hall

By the Roadside, Dunn and Troxell

In Field and Forest, Dunn and Troxell

The First Book of Birds, Miller

Chats in the Zoo, Weimer, Jones

Children of Our Wilds, Villinger

Adventure of Bob White, Bigham

V Art, Music, Civics, Morals, Customs

Read any 1.

Stories Pictures Tell, Book III, Carpenter

Why We Celebrate Our Holidays, Curtis

Bible Story Reader, Grade III

Browne's Health Book, Moulton

Great Pictures and Their Stories, Lester

New Stories (Community Life), Hardy

The Road to Health of Grown-Up-Town, Lummis, Schawe

Nixie Bunny in Manners Land, Sindelar

Nixie Bunny in Workaday Land, Sindelar

Granny's Wonderful Chair, Brown

Citizenship Readers, The Good Citizens Club, Ringer and Downie

Folk Stories from Many Lands, Kinsella

GRADE IV

I Literature and Fiction

Read any 5.

Alice's Adventure in Wonderland, Carroll

Best Stories, Hardy

Early Candle Light Stories, Shetter

Green Fairy Book, Lang

Hawthorne's Wonder Book

Jorli, Spyri

Just So Stories, Kipling

Pinocchio, Collodi

Poetry, Book IV, Huber, Bruner, Curry

Posy King, Wiggins & Smith

Really Truly Fairy Tales, Benson, Banta

Robinson Crusoe Reader, Cowles

That's Why Stories, Bryce

Tinkietoes, Harlow

Uncle Davy's Children, Daulton

Wonderful Adventures of Nils, Lagerlof

When We Were Very Young, Milne

About Harriet, Hunt

Lionhearted Kitten and Other Stories, Bacon

Literature for Reading and Memorization, Book IV, Tucker

Jataka Tales, Babbitt

Reading and Living, Book I, Hill-Lyman-Moore

Anton and Trini, Oleott

Pappina, A Little Italian Girl, Davis

Joan of Arc, Monvel

Fairy Tales, Grimm

Story Adventures, Subrie and Gee

The Adventures of Buster Bear, Burgess

The Blue Bird for Children, Maeterlinck

English Fairy Tales, Jacobs

The Happy Prince and Other Fairy Tales, Jacobs

Granny's Wonderful Chair, Browne

In the Days of Giants, Brown

Fantom Farm, Krapp

A Dog of Flanders, Ramee

The Wee Scotch Piper, Brandeis

Swift Eagle of the Rio Grande, DeHutt

Oregon Chief, Hudspeth

The Little Swiss Wood Carver, Brandeis

*Golden Staircase, Chisholm, Putnam

II History and Biography

Read any 4.

American Hero Stories, Tappan

American Explorers, Gordy

American History Stories, Vol. II, Pratt

American History Stories for Young Readers, Tappan

America's Story for America's Children, Book III, Pratt

America's Story for America's Children, Book IV, Pratt

Camp and Trail in Early American History, Dickson

Child's Book of American History, Blaisdell & Ball

Heroes of the Nations, Althouse

History Reader for the Elementary Schools, Revised, Wilson

History Stories of Other Lands, Book I

Shinkah, The Osage Indian, Barrett

Indian Lodge Fire Stories, Landerman

Pioneers of the Deep, Gravatt

Viking Tales, Hall

Stories of American Pioneers, Heard, King

Old Greek Stories, Baldwin

Indian Folk Tales, Nixon, Roulet

Winnebago Stories, LaMere—Shinn

Pilgrim Stories, Humphrey

History Stories for Primary Grades, Mo. Ed., Wayland

*Annetje and Her Family, Leetch—Lothrop

*Tommy Tucker on a Plantation, Leetch—Lothrop

*The True Story of Benjamin Franklin, Brooks—Lothrop

*Stories of William Tell, Marshall—Dutton

Hero Stories for Children, Collins and Hale

Why We Celebrate Our Holidays, Curtis

Holiday Time Stories, Deihl

Yesterday's Children, Tanner

How the Indians Lived, Dearborn

III Geography and Travel

Read any 3.

Little People of the Snow, Muller

Little Folks of Many Lands, Chance

Journeys in Distant Lands, Barrows & Parker

Japanese Fairy Tales, Book II, Williston

How We Are Sheltered, Chamberlain

How We Travel, Chamberlain

The House We Live In, Carpenter

Homes Far Away, Fairgrieve, Young

Holland Stories, Smith

Eskimo Legends, Snell

Eskimo Stories, Smith

The Earth and Its People, Winslow

Children of Other Lands, Allen & Robinson

Airways, Engleman and Salmon

Seven Little Sisters, Andrews

Betty in Canada, McDonald

Barbara's Philippine Journey, Burks

Around the World, Book III, Carroll

With Taro and Hana in Japan, Sugimoto

Pax and Pablo, Mitchell

Japanese Twins, Perkins

The Little Swiss Wood Carver, Brandeis

IV Nature, Science, Invention

Read any 3.

Animal Pets from Far and Near, Sloane

First Book of Birds, Miller

First Lessons in Nature Study, Patch

Foods We Eat, Carpenter & Carpenter

Merry Animal Tales, Bigham

Nature Study for Boys and Girls, Book IV, Craig

Once Upon a Time Animal Stories, Bailey

Science Reader, Baby Animal Zoo, Book II, Nida

Tanglewood Animals, Flora

Wilderness Babies, Schwartz

Tami—The Story of a Chipmunk, Cady

Lobo, Rag and Vixen, Seton

Forest, Field and Stream Stories, Bailey

Book of Nature Myths, Holbrook

Real Nature Stories, Denton

Insect Ways, Weed

Stories of Bird Life, Pearson

*Little Sea-Folk, Gaylord—Little

Green Magic, Kenly

Dinty the Porcupine, Baker and Baker

Forest Friends in Fur, McFee
 V Art, Music, Civics, Morals
 Read any 1.
 Music Appreciation Reader, Grade
 IV, Kinsella
 Stories Pictures Tell, Book III, Car-
 penter
 Courtesy Book, Dunlea
 I Am An American, Bryant
 Old Testament Stories, Grover
 Atlantic Reader, Book I
 Great Pictures and Their Stories,
 Book IV, Lester
 Little Book of Days, Field
 Why We Celebrate Our Holidays,
 Curtis
 *High Days and Holidays, Adams,
 McCarrick—Dutton
 Stories of the Youth of Artists,
 Roberts
 Citizenship Readers, Teamwork,
 Dwell and Stockton

GRADE V I Literature and Fiction

Read any 5.
 Aesop's Fables, Weeks
 Bird's Christmas Carol, Wiggins
 Black Beauty, Sewell
 Arabian Nights, Entertainments,
 Johnson
 Andersen's Fairy Tales, Stickney
 Tanglewood Tales, Hawthorne
 The Little Lame Prince, Craik
 The Song of Hiawatha, Longfellow
 King of the Golden River, Ruskin
 Nurnberg Stove, La Ramee
 Poetry, Book V, Huber, Bruner,
 Curry
 Rab and His Friends, Brown
 Swiss Family Robinson, Wyss
 Uncle Zeb and His Friends, Frenz
 Whittier's Child Life
 Hans Brinker of the Silver Skates,
 Dodge
 Literature for Reading and Memo-
 rization—Book V, Tucker
 Merry Adventures of Robin Hood,
 Pyle
 The Treasure of Belden Place, Cav-
 anah
 Father Time's Gifts, Moore, Wilson
 Pinocchio, Colodi
 The Story of Naughty Kildeen,
 Marie, Queen of Roumania
 Me and Andy, Kelley
 Heidi, Spyri
 Water Babies, Kingsley
 The Topaz Seal, Heal
 Olaf, Lofoten Fisherman, Schram
 Little Pilgrim to Penn's Woods, Al-
 bert
 Sinopah, The Indian Boy, Schultz
 Sonny Elephant, Bigham
 Jerry and Grandpa, Wickstead
 Children of the Pines, Weeks

II History and Biography

Read any 5.
 American History Story Book,
 Blaisdell, Ball
 Boys and Girls in American His-
 tory, Blaisdell, Ball
 Boys of the Ages, Seales
 Calvert of Maryland, Otis
 Colonial Days, Gordy
 Community Life Today and In Co-
 lonial Times, Beeby
 Daniel Boone and the Wilderness
 Road, Bruce
 Davy Crockett, Sprague
 Everyday Life in the Colonies,
 Stone, Fickett
 Following the Frontier, Nida
 From Trail to Railway Through
 the Appalachians, Brigham
 Home Life in the Colonial Days,
 Earle
 Indian Days of Long Ago
 The Indians Today, Seymour
 Stories of Pioneer Life, Bass
 American Leaders and Heroes, Gordy
 Marthas of California, Otis
 Antoine of Oregon, Otis
 Log Cabin Days, Blaisdell
 Mary of Plymouth, Otis

Peter of New Amsterdam, Otis
 The Puritan Twins, Perkins
 Richard of Jamestown, Otis
 Ruth of Boston, Otis
 Story of Lewis and Clark, Kingsley
 Work and Play in Colonial Days,
 MacElroy
 American Hero Stories, Tappan
 Early Candlelight Stories, Skelter
 Boys and Girls of Colonial Days,
 Bailey
 Boys and Girls of Modern Days,
 Bailey
 *Number Stories of Long Ago,
 Smith—Ginn
 Following the Frontier, Nida
 Knights Old and New, Hoben
 Winnebago Stories, La Mere and
 Shinn

III Geography and Travel

Read any 4.
 Alaska, The American Northland,
 Gilman
 Alaska and Canada, Kern
 Canadian Wonder Tales, Logie
 Continents and Their People, North
 America, Chamberlain
 Great Cities of the United States,
 Southworth
 Great American Industries, Farm
 Animals, Nida
 Great American Industries, Miner-
 als, Rocheleau
 Great American Industries, Products
 of the Soil, Rocheleau
 Great American Industries, Manu-
 factures, Rocheleau
 Great American Industries, Trans-
 portation, Rocheleau
 Representative Cities of the United
 States, Hotchkiss
 Our National Parks, Book I, Rolfe
 The Land of the Pilgrims, Thomp-
 son
 Sentinels of the Sea, Owen
 Kak, the Copper Eskimo, Stefansson
 *Traveling Shops: Stories of Chi-
 nese Children, Rowe—Macmillan
 *Czechoslovakia, Schott—Macmillan
 *Theras and His Town, Snedeker—
 Doubleday
 Wanda and Greta at Broby Farm,
 Palm

IV Nature, Science and Invention

Read any 2.
 Bird Stories, Patch
 Clothes We Wear, Carpenter
 Nature Study for Boys and Girls,
 Fifth Grade, Craig
 Our Bird Friends and Foes, Dupuy
 Our Winter Birds, Chapman
 Wild Animals I Have Known,
 Seton
 Insect Adventures, Fabre
 An Alphabet of Aviation, Jones
 Nature Study Hours, Brown, Water-
 bury
 Stories in Trees, Curtis
 The Wonders of the Jungle, Book
 I, Ghosh
 Stories of Luther Burbank and His
 Plant School
 *Southern Woodland Trees, Berry—
 World Book Company

V Art, Music, Civics, Morals

Read any 2.
 Heart of a Boy, D'Amicis
 Everyday Manners, Wilson
 Bible Stories, Vol. I, Moulton
 Atlantic Reader, Book II, Condon
 Stories Pictures Tell, Book V, Car-
 penter
 Great Pictures and Their Stories,
 Book V, Lester
 Music Appreciation Reader, Book V,
 Kinsella
 Boys of the Bible, Snyder
 Girls of the Bible, Snyder and
 Trout
 *Book of Art for Young People,
 Conway, Conway—Macmillan

GRADE VI I Literature and Fiction

Read any 6.
 Robinson Crusoe, Defoe
 Rip Van Winkle, Irving
 Heidi, Spyri
 A Dog of Flanders, Ramee
 Jungle Book, Kipling
 Legend of Sleepy Hollow, Irving
 Five Little Peppers and How They
 Grew, Sidney
 Moni, the Goat Boy, Spyri
 Pappina, A Little Italian Girl, Davis
 Pal O' Mine, King of the Turf,
 Hawks
 Poetry, Book VI, Huber, Bruner,
 Curry
 Some Merry Adventures of Robin
 Hood, Pyle
 Literature for Reading and Memo-
 rization, Book VI, Tucker
 Gulliver's Travels, Swift
 King Arthur and His Knights, Pyle
 Hiawatha, Longfellow
 Little Women, Alcott
 Bird's Christmas Carol, Wiggins
 Katrinka, Haskell
 Little Men, Alcott
 Skip-Come-A-Lou, Darby
 Timothy's Quest, Wiggins
 Biography of a Grizzly, Seton
 Under the Lilacs, Alcott
 Swiss Family Robinson, Wyss
 The Prince and the Pauper, Mark
 Twain
 Pinocchio's Visit to America, Patri
 Water Babies, Kingsley
 The Wind in the Willows, Graham
 *Girls of Long Ago, Peters—Crowell
 Tanglewood Tales, Hawthorne
 Hans Brinker or the Silver Skates,
 Dodge

II History and Biography

Read any 5.
 American Heroes from History, Mc-
 Fee
 American Inventions and Inventors,
 Mowry
 Benjamin of Ohio, Otis
 Brief Biographies from American
 History, Turpin
 Days and Deeds One Hundred Years
 Ago, Stone, Fickett
 Four American Inventors, Perry
 Hannah of Kentucky, Otis
 How Our Grandfathers Lived, Hart
 Pioneers of the Rockies and the
 West, McMurtry
 Seth of Colorado, Otis
 Stories of Missouri, Musick
 The Texas Ranger, Gillette, Briggs
 Famous Men of Modern Times,
 Haaron-Poland
 Autobiography of Benjamin Frank-
 lin
 Florence Nightingale, Richards
 The White Indian Boy, Wilson and
 Driggs
 When They Were Girls, Moore
 When They Were Boys, Read
 Daniel Boone of the Wilderness
 Road, Bruce
 Early Men of Science, Nida and
 Nida
 Pioneers of the Air, Gravatt
 Boys and Girls of Colonial Days,
 Bailey
 Boys and Girls of Discovery Days,
 Bailey
 Boys and Girls of Pioneer Days,
 Bailey
 Stories of Early Times in the Great
 West, Bass
 Abraham Lincoln for Boys and
 Girls, Moores
 Daniel Boone, Gulliver
 Missouri, Our State of, Walker,
 Hardaway
 Stories of Missouri, Musick
 *Discovery of the Old Northwest
 and Its Settlement by the French,
 Baldwin—American Book
 Overland in a Covered Wagon,
 Miller
 Susan of Sandy Point, Cozwell

III Geography and Travel

Read any 5.

- Geographical Reader of Missouri, Bratton
 Geographical Reader of Africa, Carpenter
 Geographical Reader, South America, Carpenter
 Stories of the Great West, Roosevelt
 South America, Fairbanks
 Aviation Stories, Thomson
 Sky Travel, Romer
 South America, Fairbanks
 Panama and Its Bridge of Water, Nida
 The Wonders of the Jungle, Book II, Ghosh
 Billy and Jane, Explorers, Books I and II, Speed
 Stories of South America, Brooks

IV Nature, Science and Invention

Read any 2.

- Birds and Bees, Burroughs
 Burgess Animal Book
 Burgess Bird Book
 Burgess Flower Book
 Nature Study for Boys and Girls, Sixth Grade, Craig
 Our Insect Friends and Foes, Dupuy
 Stories of Luther Burbank and His Plant School
 Open Doors to Science, Caldwell
 *Nature Secrets, Chambers—Atlantic
 *Plants and Their Children, Dana—American Book
 *Three Young Crows and Other Bird Stories, Baynes—Macmillan
 *Seashore Book for Children, Burgess—Little
 *First Book of Birds, Miller—Houghton
 Stars Through Magic Casements, Williamson
 Wonders of the Jungle, Book II, Ghosh

V Art, Music, Civics, Morals

Read any 2.

- Spirit of America, Patri
 Music Stories for Boys and Girls, Cross
 Guideposts to Citizenship, Finch
 Atlantic Reader, Book II
 Stories Pictures Tell, Book 6, Carpenter
 Stories in Conduct, Hague
 Great Pictures and Their Stories, Book VI, Lester
 Music Appreciation Reader, Book VI, Kinsella
 The Spirit of America, Patri
 Jimmie and the Junior Safety Council, Boothe
 *Music Stories for Girls and Boys, Cross—Ginn
 *Book of Art for Young People, Conway, Conway—Macmillan

GRADE VII**I Literature and Fiction**

Read any 6.

- Hoosier School Boy, Eggleston
 Treasure Island, Stevenson
 Huckleberry Finn, Mark Twain
 Adventures of Tom Sawyer, Mark Twain
 The Man Without a Country, Hale
 Call of the Wild, London
 Rebecca of Sunnybrook Farm, Wiggin
 The Ancient Mariner, Coleridge
 Betty Jane of the House of Smiles, Barrett
 Courtship of Miles Standish, Longfellow
 Enoch Arden, Tennyson
 Green Mountain Boys, Thomson
 An Old Fashioned Girl, Alcott
 Linnet on the Threshold, Raymond
 Boy Life on the Prairie, Garland
 Deeds of Daring Done by Girls, Moore
 Famous Girls of the White House, Sweetser
 Hidden Island, Rutherford

- Nights With Uncle Remus, Harris
 The Lady of the Lake, Scott
 The Illiad for Boys and Girls, Church
 King Arthur and His Knights, Tennyson
 Odyssey for Boys and Girls, Church
 Being a Boy, Werner
 The Old Curiosity Shop, Dickens
 Oliver Twist, Dickens
 Paty's Brother, Campbell
 The Poetry Book, Grade VII, Huber, Bruner, Curry
 The Red Badge of Courage, Crane
 Tales from Shakespeare, Lamb
 Tales from the White Hills, Hawthorne
 Told by Uncle Remus, Harris
 Legend of Sleepy Hollow, Irving
 Mrs. Wiggs of the Cabbage Patch, Rice

- Emmy Lou, Martin
 Daddy Longlegs, Webster
 Rip Van Winkle, Irving
 The Last of the Mohicans, Cooper
 Snowbound, Whittier
 Smoky, the Story of a Cow Pony, James
 Dan's Boy, Cobb
 Kidnapped, Stevenson
 Three Boy Scouts in Africa, Douglas, Martin, Oliver
 *In the Swiss Mountains, Spyri—Crowell
 *Boys and Girls of the Alps, Spyri—Crowell

II History and Biography

Read any 5.

- The Boy's Parkman, Hasbrouck
 Childhood of Greece, Lamprey
 From Columbus to Lincoln, Logie
 Long Ago in Egypt, L. Lamprey
 Long Ago People, L. Lamprey
 Men of Iron, Pyle
 When Knights Were Bold, Tappan
 Our Nation's Heritage, Hallock, Frantz
 Our Ancestors in Europe, Hall
 The Light Bearers, Stories of Old Greece, Dunbar
 Little People of Japan, Muller
 The Lone Scout of the Sky, West
 Boy's Life of Edison, Meadowcroft
 Making of An American, Riis
 Men of Old Greece, Hall
 Story of Old Europe and Young America, Mace, Tanner
 What the Old World Gave the New, Southworth
 Child's Book of American Biography, Stimpson
 Boy's Life of Theodore Roosevelt, Hagedorn
 In the Days of Queen Elizabeth, Tappan
 Story of the Middle Ages, Harding
 *Pioneer Heroes, McSpadden—Crowell
 *The Maid of Orleans, Smith—Crowell
 *Story—Lives of Master Musicians, Brower—Stokes
 Modern Pioneers, Cohen-Scarlet

III Geography and Travel

Read any 5.

- The Swiss Twins, Perkins
 Stories of Our Mother Earth, Fairbanks
 Resources and Industries of the United States, Fisher
 The New World and the Old, Fairgrieve and Young
 Little Journey Series, France and Switzerland, George
 In Sunny Spain, Bates
 Hans and Hilda in Holland, Smith
 Geographical and Industrial Readers, Africa, Allen
 Geographical and Industrial Readers, Asia, Allen
 Geographical and Industrial Readers, Europe, Allen
 Europe and Asia, Barrows, Parker
 Europe, Fairbanks

At School in the Promised Land, Antin

- The Land of Evangeline, Thompson
 *From Trial to Railway Through the Appalachians, Brigham—Ginn
 *China, Frank—Owen
 *The Japanese Empire, Frank—Owen
 *Mexico and Central America, Frank—Owen

IV Nature and Science

Read any 3.

- Adventures of a Grain of Dust, Hawkesworth
 Stories of Useful Inventions, Farman
 The Training of Wild Animals, Bostick
 Young Folk's Book of Inventions, Bridges
 Elementary Study of Insects, Hase-man
 Science of Things About Us, Rush
 Boy's Own Book of Inventions, Darrow
 *Nature's Craftsmen, McFee—Crowell
 *How to Know the Wild Flowers, Dana—Scribner
 *Bird Neighbors, Blanchan—Double-day
 *Bird-Life, Chapman—Appleton
 Child's Book of Stars, Milton
 On the Fur Trail, Lange
 Boys Book of Inventions, Baker
 Camp Life in the Woods, Gibson

V Art, Music, Civics, Morals

Read any 3.

- The Young Citizens, Dole
 Stories Pictures Tell, Book VII, Carpenter
 The Story of American Painting, Coffin
 Atlantic Readers, Book IV
 Great Pictures and Their Stories, Book VII, Lester
 Studies in Conduct, Book II, Hague, Chalmers, Kelly
 Good Citizenship, Richman, Wallack
 *The Boy's Own Book of Politics for Uncle Sam's Young Voters, Shepherd—Macmillan
 What Would You Have Done, Jones
 Young People's Story of Music, Whitcomb
 Conduct and Citizenship, Broome and Adams

GRADE VIII**I Literature and Fiction**

Read any 6.

- Black Arrow, Stevenson
 The Oregon Trail, Parkman
 The Talisman, Scott
 Ivanhoe, Scott
 Captains Courageous, Kipling
 Prince and Pauper, Mark Twain
 David Copperfield, Dickens
 Oliver Twist, Dickens
 Tale of Two Cities, Dickens
 Cricket on the Hearth, Dickens
 The Three Musketeers, Dumas
 The Poetry Book, Huber, Bruner, Curry, Book VIII
 Required Poems, Book IV
 Stickeen, Muir
 The Great Stone Face, Hawthorne
 Tanglewood Tales, Hawthorne
 The Call of the Wild, London
 Two Years Before the Mast, Dana
 Moby Dick, Melville
 The Vision of Sir Launfal, Lowell
 The Little Shepherd of Kingdom Come, Fox
 Lad, A Dog, Terhune
 The Boy's Ben Hur, Wallace
 The Deerslayer, Cooper
 Anne of Green Gables, Montgomery
 *Bambi, Salten—Simon and Schuster
 *Opening the Iron Trail, Sabin—Crowell
 *Penrod, Tarkington—Doubleday
 *The Wolf Patrol, Finnemore—Macmillan

*Orpheus With His Lute, Hutchinson—Longmans
 *Christmas Carol, Dickens—Putnam
 *The Alhambra, Irving—Macmillan
 *Gay-Neck; the Story of a Pigeon, Mukerji—Dutton
 *Trade Wind, Meigs—Little
 *Pearl Lagoon, Nordhoff—Atlantic
 *With the Indians in the Rockies, Schultz—Houghton
 *Rain on the Roof, Meigs—Macmillan
 Mystery of World's End, Berger
 Romance of the Airmen, Humphreys and Hosey
 Girls of Long Ago, Peters
 Girls Who Became Famous, Bolton
 Rusty Ruston, McNeely
 Jacqueline of the Carrier Pigeons, Seaman
 Men of Iron, Pyle

II History and Biography

Read any 5.

The Story of My Life, Helen Keller
 Florence Nightingale, Richards
 In the Days of Queen Elizabeth, Tappan
 Boy's Life of Roosevelt, Hagedorn
 The Dawn of American History, Nida
 George Rogers Clark, Lockridge
 Heroes of Progress, Tappan
 Boy's Life of Mark Twain, Paine
 Four American Pioneers, Perry, Beeby
 Path Breakers from River to Ocean, Hebard
 Ox-Team Days on Oregon Trail, Meeker
 Romance of the Civil War, Hart
 The Colonial Twins of Virginia, Perkins
 An Army Boy of the Sixties, Ostrander
 Boyhood of a Naturalist, Muir
 Girls Who Became Famous, Bolton
 *Allison Blair, Crownfield—Dutton

*The Gauntlet of Dunmore, Dunmore—Macmillan
 *"WE," Lindbergh—Grosset
 Heroes of the Farthest North and Farthest South, Maclean and Fraser
 Builders of Empire, Darrow
 The Life of Robert E. Lee for Boys and Girls, Hamilton and Hamilton

III Geography and Travel

Read any 5.

Geographical and Industrial Readers, South America, Allen
 Geographical and Industrial Readers, United States, Allen
 Geographical and Industrial Readers, North America, Allen
 Great Rivers of the World, Dakin
 In the North Woods of Maine, Thomas
 Larry of the North, Williams
 Little Journey Series, Hawaii and the Philippines, George
 Little Journey Series, Mexico and Central America, George
 Panama and Its Bridge of Water, Nida
 Resources and Industries of the United States, Fisher
 *A Boy's Eye-view of the Arctic, Rawson—Macmillan
 *David Goes to Greenland, Putnam—Putnam
 *The Life of Robert E. Lee, for Boys and Girls, Hamilton, Hamilton—Houghton
 Sky Travel, Romer and Romer

IV Nature and Science

Read any 5.

The Century of Invention, Stone
 and Fickett
 I Have Known, Seton
 Best Dog Stories, Watkins & Reynolds
 Boyhood of a Naturalist, Muir

Open Door to Science, Caldwell, Meier
 Our Animal Friends and Foes, Dupuy
 Trees, Stars and Birds, Mosely
 Wilderness Adventures, Underwood
 Stories of Useful Inventions, Forman
 The Training of Wild Animals, Bostick
 Prove It Yourself, Gordon
 Year Out of Doors, Sharp
 *Little Tales of Common Things, McFee—Crowell
 *Everyday Mysteries; Secrets of Science in the Homes, Abbott—Macmillan
 *Model Airplanes, Allen—Stokes
 V Art, Music, Civics, Morals
 Read any 3.
 A Dutch Boy Fifty Years After, Bok
 Stories Pictures Tell, Book VI, VII or VIII, Carpenter
 Atlantic Reader, Book V
 Americanization of Edward Bok, Bok
 Pilgrims Progress, Bunyan
 Picture Studies from Great Artists, Williams
 Old Testament Narratives, Baldwin
 From Then Till Now, Schwartz
 Studies in Conduct, Book III, Hague, Chalmers, Kelly
 Great Pictures and Their Stories, Book VIII and IX, Lester
 The Making of an American, Riis
 Scouting for Girls, Official Handbook
 Boy Scouts of America, Official Handbook for Boys
 The Other Wise Man, Van Dyke
 Classic Myths in English Literature and Art, Gayley
 The Ten Dreams of Zach Peters, Hagedorn
 The Pathfinder, Evans
 *Promised Land, Antin—Houghton
 People and Music, McGehee

WHERE AND WHO OF SUPERINTENDENTS OF MISSOURI

The following is a list of the persons in charge of the various Schools of Missouri that maintain high schools, as listed in the office of State Association Headquarters at Columbia, Mo. The School and Community will appreciate receiving missing information or the correction of errors that may appear in the list.

Superintendents in Northeast Missouri Teachers Association District 1st District—Kirkville.

ADAIR COUNTY

Brashear, Nolen Leach
 Kirkville, J. H. Neville
 Morelock (P. O. Stahl) Elmer Jones
 Novinger, W. A. Burton

AUDRAIN COUNTY

Benton City, Sarah Wheeler
 Farber, R. H. Long
 Laddonia, T. F. John
 Martinsburg, C. W. Mackey
 Mexico, L. B. Hawthorne
 Rush Hill, L. F. Williamson
 Vandalia, A. M. Fourt

BOONE COUNTY

Ashland, H. H. Hardy
 Centralia, W. S. Drace
 Columbia, W. I. Oliver
 Hallsville, S. C. Fair
 Harrisburg, Cecil F. Chaney
 Huntadale, James Humphreys
 Rocheport, Mrs. Aileen Cobb
 Sturgeon, Harold Lee

CALLAWAY COUNTY

Auxvasse, Clyde Craig
 Cedar City, Mrs. Lucy M. Woody

Fulton, J. Tandy Bush
 Hereford (P. O. Hatton), Albert R.
 Dilts

Holt's Summit, Lorene Holt
 Mokane, F. M. Richardson
 New Bloomfield, E. R. Quackenbush
 Tebbetts, Mrs. F. M. Richardson

CHARITON COUNTY

Brewer (P. O. Marceline), Kenneth

Morrow

Brunswick, H. H. Schaeperkoetter
 Bynumville, Glenn Cain
 Dalton, R. D. Hunt
 Keytesville, O. L. Davis
 Mendon, R. H. Boston
 Prairie Hill, W. E. Sparks
 Rothville, C. J. Hogan
 Salisbury, D. H. Martin
 Triplett, V. D. Collins
 Westville (P. O. Marceline), Mrs.

Binford White

Sumner, M. H. Lewis
 CLARK COUNTY
 Alexandria, Floyd Rodgers
 Ashton, Everett Diehl

Ballard (P. O. Williamstown), Charles Alexander
 Fairmont (P. O. Wyaconda), H. E. Wood

Kahoka, Stanley Hayden
 Luray, R. E. Schnelle
 Revere, W. P. Morse
 Wayland, Jas. R. Moore
 Wyaconda, E. J. Reynolds

HOWARD COUNTY

Armstrong, Mrs. B. I. Lawrence
 Ashland (P. O. Fayette), Mrs.

Georgia Freeman
 Fayette, U. L. Riley
 Glasgow, R. G. Smith
 New Franklin, R. W. House

KNOX COUNTY

Baring, Mrs. Catherine McGinnis
 Colony (P. O. Knox City), Lelah Davis

Edina, F. L. Green
 Hurdland, G. V. Burnett
 Knox City, Ivan Davis
 Newark, Mrs. Lucille Manch
 Novelty, Fred L. Speeg

Plevna, J. F. Madsen**LEWIS COUNTY**

Canton, J. Russell Ellis
 Durham, Lloyd Barnes
 Ewing, A. G. Gibb
 Labelle, James Snider
 Lewistown, Stanton Mabry
 Monticello, John DeVold
 Steffinville, E. C. Hawkins
 Williamstown, G. R. Breidenstein
 LaGrange, G. H. Jordan

LINCOLN COUNTY

Elsberry, F. B. McCluer
 Hawkpoint, Fred Rector
 Milwood (P. O. Silex), Urseline
 Srs.

Moscow Mills, Clyde Wood

Silex, J. J. Duncan

Troy, P. M. Kinder

Truxton, W. J. Hedburg

Whiteside, Roland Tucker

Winfield, Clyde L. Dillinger

LINN COUNTY

Brookfield, L. V. Crookshank

Browning, M. A. Holman

Bucklin, H. O. Brough

Forker (P. O. Boomer), Joe E.

Milam

Laclede, J. A. Andrews

Linneus, W. R. Henry

Marceline, J. A. Burnside

Meadville, T. L. Holman

Pershing (P. O. Brookfield), Mrs.

Hazel Sensintaffer

Purdin, O. S. Cokerham

St. Catherine, C. E. Amen

Shelby (P. O. Purdin), R. L. Terry

MACON COUNTY

Atlanta, C. W. Kirby

Bevier, C. N. Dye

Callao, Wm. Elmer Jones

Elmer, J. F. Painter

Ethel, John A. Rauh

Grandview (P. O. Ethel), Dennis

Bailey

LaPlata, J. D. Dull

Macon, M. S. Vaughn

New Cambria, Paul Wickens

South Gifford, Oscar Rauh

MARION COUNTY

Emerson (P. O. Maywood), Ruby

Cooper

Fabius (P. O. Palmyra), Janice

VanLandingham

Hannibal, E. T. Miller

Palmyra, O. L. Pierce

Philadelphia, Ben Humphrey

Tilden (P. O. Oakwood), J. P.

Caulk

MONROE COUNTY

Con. Dist. # 1 (P. O. Madison),

George Hamilton

Duncans Bridge, Davis H. Acuff

Holliday, J. D. Harrell

Madison, Russell Gwynn

Monroe City, Lloyd W. King

Paris, Russell T. Scobee

Stoutsville, C. L. Coleman

MONTGOMERY COUNTY

Bellflower, Geo. T. Wells

High Hill, Homer Kempfer

Jonesburg, Ralph Riggins

McKittrick, Irving Hickman

Middletown, Henry Hildebrand

Montgomery City, M. B. Vaughn

New Florence, C. C. Ellis

Rhineland, Glenn West

Wellsville, L. J. Wasson

PIKE COUNTY

Ashburn, Mrs. Alline B. Turnbaugh

Bowling Green, F. D. Krueger

Clarksville, J. O. Owen

Curryville, W. A. Boettcher

Eolia, E. R. Elsberry

Frankford, A. A. Ridge

Louisiana, T. M. Conrad

New Hartford, A. Dale Tucker

Paynesville, Steve Cornish

Vanney (P. O. -----),

PUTNAM COUNTY

Blackbird (P. O. Unionville), Mrs.

Grace E. Hill

Lemons, R. G. Simpson

Livonia, Charles Turner

Lucerne, Major W. Ragland

Martinstown (P. O. Worthington),

B. A. White

Powersville, James E. Judd

Unionville, P. R. Riggins

Worthington, K. W. Harlman

(Prin.)

RAILS COUNTY

Center, D. D. Farley

Ilasco, Mrs. Maud Couch

Mills Creek (P. O. Hannibal, Rt.

3), D. A. Foutes

New London, C. D. Thorp

Perry, Maurice D. Woolf

Rennselear (P. O. Hannibal, Rt. 3),

C. A. Irvine

RANDOLPH COUNTY

Cairo, L. W. Fristoe

Clark, A. Z. Black

Clifton Hill, J. C. Lynch

Higbee, Kenneth Mitchell

Huntsville, Glenn Featherston

Jacksonville, J. M. Banta

Moberly, M. F. Beach

Mt. Carmel (P. O. College Mound),

Margaret Spelman

Renick, Edwin Schake

Roanoke, Conner Morris

Thomas Hill (P. O. Clifton Hill),

J. A. Kessler

Yates, Bessie Rimer

ST. CHARLES COUNTY

Augusta, H. E. Stroup

Francis Howell (P. O. Hamburg),

V. A. Davidson

St. Charles, Stephen Blackhurst

Wentzville, Stanley B. Ellis

SCHUYLER COUNTY

Coatsville, Marie Owens

Con. Dist. # 2 (P. O. Glenwood),

Bernice Henderson

Davis (P. O. Greentop), J. H. Stin-

son

Downing, W. M. Hedges

Glenwood, J. V. Wilson

Greentop, J. E. Scotton

Lancaster, A. D. Peterson

Pleasant Grove (P. O. Greentop),

J. J. Jones

Queen City, J. E. Bowers

SCOTLAND COUNTY

Bible Grove (P. O. Greensburg),

P. B. Humphrey

Gorin, E. J. Howell

Grazer, E. W. Brooks

Memphis, J. M. Davidson

Rutledge, Paul Chadwell

SHELBY COUNTY

Bethel, E. E. Collier

Clarence, Alva L. Crow

Emden, Chester Calvert

Hunnewell, T. M. Hurt

Leonard, S. M. Barker

Shelbina, W. E. Moore

Shelbyville, A. C. Wilkening

SULLIVAN COUNTY

Green Castle, John D. Shelton

Green City, M. W. McKanna

Harris, Henry Voucher

Humphreys, W. C. Waters

Milan, L. Fay Knight

Newtown, Roy C. Lester

Osgood, James Milam

Follock, M. E. Fish

Reger, R. E. Jackson

Winigan, Wilbur P. Kimbley

WARREN COUNTY

Dutzow, Sr. M. Mathjda

Holstein, Arlie W. Temple

Marthasville, Paul Fransham

Warrenton, B. G. Strehlman

Wright City, L. F. Gooch

Superintendents in Central Missouri Association District**2nd District—Warrensburg****1931-1932.****BATES COUNTY**

Adrian, O. O. McMillan

Amoret, B. W. Shepherd

Amsterdam, O. N. Witherow

Ballard (P. O. Spruce, Rt. 1), E.

W. Stevens

Butler, Wm. M. Tallent

Foster, F. L. Boyd

Hume, A. L. Mahaffey

Merwin, A. Loyd Collins

Passaic, Ollie Borthick

Rich Hill, A. C. Hailey

Rockville, H. E. Sherman

Worland, E. L. Knight

BENTON COUNTY

Avery, Wilbert Boyd

Box (P. O. Warsaw), H. S. Church

Cole Camp, Roy E. Freund

Fristoe, Earl Campbell

Lincoln, Gus Thompson

Santiago (P. O. Windsor), J. R.

Yelton

Warsaw, H. I. Mott

CASS COUNTY

Archie, Floyd E. Stayton

Belton, G. J. Smith

Cleveland, Charles H. Haworth

Creighton, W. J. Lowry

Drexel, J. S. Mussinger

East Lynne, J. W. Medley

Freeman, J. H. Byrd

Garden City, R. H. Divine

Harrisonville, J. W. Miller

Peculiar, B. W. Bradley

Pleasant Hill, R. F. Terrell

Raymore, Ira Fisher

Strasburg, C. R. Settle

West Line, Walter Loftland

COLE COUNTY

Centertown, O. R. McDaniel

Eugene, A. Cal Thompson

Jefferson City, W. F. Knox

Russellville, Frank Huettnermeyer

COOPER COUNTY

Blackwater, C. M. Stephens

Bonville, L. E. Ziegler

Bunceton, G. E. Hartrick

Otterville, J. Roy Dinwiddie

Pilot Grove, S. L. Lockridge

Pisgah (P. O. Bunceton, R. F. D.),

Mrs. W. C. Morris

Prairie Home, J. G. Poindexter

Wooldridge, J. E. Fry

HENRY COUNTY

Blairstown, V. W. Welch

Brownington, Glen Daugherty

Calhoun, Glen C. Hornbuckle

Clinton, Arthur Lee

Coal, B. R. Stokes

Deepwater, K. V. Brown

Montrose, Treffie Cox

Norris (P. O. Blairstown), Home

Clevenger

Shawnee Mound (P. O. Leeton), J.

W. Ragland

Urich, E. A. Kysér

Windsor, L. T. Hoback

HICKORY COUNTY

Cross Timbers, Jerry E. Newton

Hermitage, H. H. Phee

Preston, Icel Steward

Quincy, Irl R. Chrisone

Weaubleau, Cecil T. Snow

Whetland, Roy F. Little

JACKSON COUNTY

Blue Springs, G. G. Gates

Buckner, Howard Bishop

Center (P. O. 7153 Paseo, K. C.),

W. E. Matthews

Grain Valley, P. J. Farley

Grandview, C. G. Conn
Greenwood, K. H. Neagle
Hickman Mills, C. A. Burke
Independence, E. B. Street
Lee's Summit, Harry McMillan
Levasy, Luther M. Cowger
Lone Jack, C. S. Hamrick
Oak Grove, J. C. Harvey
Raytown, A. K. Wolfenbarger
Sugar Creek, J. M. Sexton

JOHNSON COUNTY

Centerville, Dewey Hickman
Chilhowee, D. E. Bellairs
Elm (P. O. Lonejack), Ben C. Butler

Farmer's High School (P. O. Wabg. Rt. 8), T. A. Reid

Holden, J. Olan Markland
Kingsville, H. W. Eliaison
Knobnoster, M. C. Hudson

Latour, J. R. Rougemont

Leeton, P. A. Carleton

Warrensburg, Edward Beatty

LAFAYETTE COUNTY

Alma, J. O. Huston
Bates City, W. L. Rowland
Concordia, Glen W. Novinger
Corder, J. B. Carmichael
Dover, L. H. Elam

Higginsville, C. F. Johns
Lexington, L. H. Bell
Mayview, Carl Milburn
Odessa, Howard Leach
Waverly, C. H. Killion
Wellington, A. T. Surber
Napoleon, Donald D. Burr

MILLER COUNTY

Bagnell, J. C. Stites
Brumley, Morris Settles
Eldon, J. A. Campbell
Olean, Gentry Lowe
Tuscumbia, T. C. Wright

MONITEAU COUNTY

California, John C. Henderson
Clarksburg, N. C. Curry
Fortuna, E. L. McClymond
Jamestown, J. F. Taylor
Latham, M. N. George
Tipton, C. C. Mitchell

MORGAN COUNTY

Barnett, Russell Silvey
Florence, Dorothy Houston
Gravois Mills, Johanna McDonald
Stover, R. L. Jordan
Syracuse, Charles Hasty
Versailles, C. A. Dinwiddie

PETTIS COUNTY

Green Ridge, K. M. Craghead

Houstonia, A. Paul Davis
Hughesville, R. S. Thurman
LaMonte, B. B. Ihrig
Longwood, M. C. Swinney
Sedalia, Heber U. Hunt
Smithton, F. W. Smithpeter

SALINE COUNTY

Arrow Rock, Edgar Strother
Blackburn, Alfred C. Teague
Gilliam, W. Marvin Robertson
Grand Pass, I. W. Breidenstein
Hardeman (P. O. Napton, Rt. 2),

H. Greely Tyler

Malta Bend, Aubrey McCrory
Marshall, W. M. Westbrook
Miami, C. E. Hubble
Napton, C. P. Smith
Nelson, G. A. Wright
Slater, C. C. Birch

Sweet Springs, W. F. Bower

ST. CLAIR COUNTY

Appleton City, Grady W. Humphrey
Collins, H. E. Moon
Gerster, Delbert Wheeler
Lowry City, O. M. Kimbrough
Osceola, Rider C. Edwards
Roscoe, Glen Allison
Taberville, Arthur Sumners

Superintendents in Southeast Missouri State Teachers Association District 3rd District—Cape Girardeau 1931-1932.

BOLLINGER COUNTY

Glen Allen, Raymond Clingensmith
Lutesville, Wilbur M. Welker
Marble Hill, Edward Morgan
Patton, J. H. Stiltz
Sedgewickville, Arthur Heitman
Stepp (P. O. Green Brier), Paul Barrett

Zalma, Paul Cooper

BUTLER COUNTY

Broseley, Charles Strobel
Fisk, Jerome Berryman
Halloran (P. O. Ten Mile), Aubrey Forbes

Hendrickson, Otto Aldrich

Neelyville, Osear Brown

Poplar Bluff, Geo. R. Loughhead

Quin, P. H. Sturgeon

Rombauer, Paul Kleinsorge

CAPE GIRARDEAU COUNTY

Bufordville, Dayton Phelps
Cape Girardeau, J. A. Whiteford
Delta, D. S. Revelle
Egypt Mills, Ruby Isley
Fruitland, Russell Lewis
Gordonville, George W. Hilbert
Indian Creek (P. O. Cape Girardeau), Leo Pedago

Jackson, C. C. Conrad

Millersville, Paul L. Welker

Oak Ridge, Hinkle Statler

Pocahontas, Duard Meyer

Randles, Geo. Howard

Whitewater, Charles Evans

CARTER COUNTY

Ellsinore, P. G. Wingo
Fremont, Lysander Smith
Gradin, Joe Miller Combs
Hunter, Wendell G. Ihrig
Van Buren, B. M. Miner

DUNKLIN COUNTY

Arbyrd, Glen Underwood
Bucoda, Luther Muse
Campbell, H. M. Aulsbury
Cardwell, J. E. Summitt
Caruth School (P. O. Senath), Mrs. Rosetta Pollock

Clarkton, A. R. Pierce

Holcomb, J. H. Welsh

Hornersville, W. R. Sewell

Kennett, J. F. Taylor

Malden, A. C. Moon

Senath, G. V. Bradshaw

IRON COUNTY

Annapolis, D. L. Taylor

Bellevue, -----

Des Arc, Loyd Revelle

Graniteville, Russel Leah (Prin.)

Ironton, G. W. Farrar
Pilot Knob, F. C. Pierce (Prin.)

JEFFERSON COUNTY

Crystal City, D. E. Abernathy
DeSota, O. T. Coil
Festus, W. L. Pulliam
Grubville, Gladys Lee Hart
Hematite, Charles McKinney
Herculeanum, Roy E. Taylor
Hillsboro, Ware Marsden
Pevely, Wayne Pierce

MADISON COUNTY

Fredericktown, G. M. Cozean
German (P. O. Fredericktown, Rt. 3), Mary V. Lacey
Kings School (P. O. Fredericktown), Eugene Brooks
Marquand, Melvin Englehart
Mine La Motte, Roy B. Shetley
Roselle, Edwin Copeland
Snowdenville (P. O. Cornwall),

Caruthers Moore

MISSISSIPPI COUNTY

Anniston, Fred Lewellen
Bertrand, W. B. Sander
Bridges (P. O. Charleston), C. L. Parker
Charleston, A. D. Simpson
Dogwood School (P. O. Bertrand), H. B. Green
East Prairie, B. Laws

NEW MADRID COUNTY

Canalou, Owen J. Taul
Conran, E. S. Twedston
Gideon, L. B. Hoy
Kewanee, Herbert Illers
Lilbourn, W. A. Shy
Maraton, C. E. Peppmiller
Matthews, Geo. D. Englehart
Morehouse, W. B. Bruce
New Madrid, Ralph McCullough
Parma, J. W. Miller
Portageville, G. E. Collins
Risco, Oren S. Liley

OREGON COUNTY

Alton, H. D. Davidson
Billmore (P. O. Couch, Rt. 1), Elmer Shroat
Couch, W. G. Sipe
Koshkonong, Oscar Schupp
Many Springs (P. O. Alton), Mabel Simpson

Thayer, J. C. Steele

Thomasville, Walter Webb

PEMISCOT COUNTY

Braggadocio, J. F. Sexton
Bragg City, H. L. Fleetwood
Caruthersville, R. M. Pierce

Concord (P. O. Portageville), T. M. Mayfield

Cooter, G. W. Earle

Cottonwood Point (P. O. Caruthersville), Vera McArthur

Deering, W. A. Hudson

Hayti, H. B. Masterson

Hayward (P. O. Portageville), John L. James

Holland, W. I. Myers

Steele, L. G. Wilson

Wardell, Troy S. Pierce

PERRY COUNTY

Altenburg, Otto Koenig
Braxton, Carl Summers
Claryville, Oliver Gremand
Longtown, Milton Abernathy
McBride, Rutherford Limbaugh
Perryville, E. G. Guese
Wittenberg, Rita Reisenbichler

REYNOLDS COUNTY

Bunker, H. C. Huitt
Centerville, Thurman Bartlett
Ellington, John A. Logan
Lesterville, Donald C. Burton
Mokita (P. O. Ellington), Bernice Thompson

RIPLEY COUNTY

Doniphan, E. T. Foard
Naylor, B. F. Seabaugh
Poynor, Anna K. Caldwell
Gatewood, D. N. Powell

SCOTT COUNTY

Benton, H. L. Jackson
Blodgett, Edwin Godwin
Chaffee, Charles Scott
Commerce, Steve Peal
Diehlstadt, Earl Crader
Fornfelt, R. A. Edmundson
Illmo, R. E. Ford
Morley, R. A. Moyers
Oran, J. H. O'Connor
Perkins, Clyde Primo
Sikeston, Roy V. Ellise
Vanduser, B. I. Howard

SHANNON COUNTY

Birch Tree, A. S. J. Carnahan
Corinth (P. O. Birch Tree), W. E. Oliver

Eminence, S. G. Williams
Ink, Lela M. Drewell
Pleasant Grove (P. O. Teresita), Kathryn Lewis

Rector, Mae Maness

Winona, D. H. Foster

STODDARD COUNTY

Advance, H. W. Lueddecke
Bell City, D. C. Wilson

Bernie, M. L. Grant
Bloomfield, Eric Palmer
Dexter, Fred Miller
Essex, J. J. Richardson
Gray Ridge Con. Dist. # 1, -----
Puxico, C. M. Bell

ST. FRANCOIS COUNTY

Bismarck, D. H. Haldeman
Bonne Terre, Fred Bruner
Desloge, M. C. Cunningham
Doe Run, Karl J. Roeder
Elvins, Theo. A. Hollmann
Esther, J. W. Hunt
Farmington, W. L. Johns
Flat River, W. H. Lemmel
Frankclay, Roy E. Sutherland
Knob Lick, Emma Gerham
Leadwood, G. C. Smith
Libertyville (P. O. Farmington),
F. M. Shell

STE. GENEVIEVE COUNTY

Bloomsdale, P. A. Baechle
Ste. Genevieve, T. L. Brandt
St. Mary's, J. D. Summers

ST. LOUIS COUNTY

Bayless (P. O. Afton), Mrs. Violet
Bascom
Brentwood (P. O. N. & S. Road,
Webster Groves), J. E. Holman
Clayton, John L. Bracken
Eureka, J. E. Pummil
Fairview (P. O. 7047 Emma Ave.,
St. Louis), A. C. Ritter
Ferguson, V. C. McCluer
Hancock School (P. O. 9427 S.
Broadway, St. Louis), John O.
Mathias
Jennings, Otis A. See
Kinlock (P. O. Rt. 7, Box 502, St.
Louis), Florence Spitznagel
Kirkwood, F. P. Tillman
Maplewood, G. E. Dille
Mehlville (P. O. Rt. 8, Jefferson
Barracks), Emil H. C. Bernard
Normandy (P. O. Wellston), Fred
B. Miller
Ritenour (P. O. Overland), A. A.
Hoech

Science Hill (P. O. Baden Sta., St.
Louis), E. W. Pollock
University City, Charles Banks
Webster Groves, W. E. Goslin
Wellston, E. F. Bush

WASHINGTON COUNTY

Belgrade, J. W. Huckstep
Caledonia, H. C. Kinder
Irontdale, Jas. O. Dotson
Mineral Point, M. J. Bleakley
Potosi, E. M. Seabaugh
Richwoods, Landis Stroup

WAYNE COUNTY

Brunot, E. O. Lily
Chaonia, W. D. Smith
Coldwater, Jack London
Gravelton, A. A. Weiss
Hiram, Miss L. L. Long
Leeper, C. D. Wright
Lowndes, Roscoe Stephens
Mill Springs, Clyde E. Figg
Patterson, Richard E. Croft
Piedmont, Lloyd Ford
Wappapello, L. C. Reynolds
Williamsville, Robert Alexander
Greenville, V. D. Sears

Superintendents in Southwest Missouri Teachers Association District 4th District—Springfield 1931-1932.

BARRY COUNTY

Butterfield, J. B. Rogers
Cassville, J. W. Oliver
- Doss (P. O. Exeter), Ware Stubble-
field
- Exeter, H. A. Talbert
Golden, Carl Henderson
Independence (P. O. Exeter), Earl
Stubblefield
Jenkins, Harold Cline
McDowell (P. O. Verona), Carl
Frier
Monett, M. L. Coleman
Mtn. Home (P. O. Cato), Curtis
Brock
Osa (P. O. Crane), A. Menden-
hall, Jr.
Purdy, W. O. Jackson
Seligman, J. R. Craig
Shell Knob, Troy G. Short
Washburn, D. L. Bohanon
Wheaton, Willard Smith

BARTON COUNTY

Golden City, J. B. Remington
Iantha, Clay Daugherty
Lamar, D. M. Craig
Liberal, S. L. Herrell
Milford, Lester Fisher
Mindenmines, W. D. Stoeback
Nashville, D. L. Brantley
Oskaloosa, Mrs. Margaret Arndt

CEDAR COUNTY

Bear Creek, R. P. Harman
Caplinger Mills, A. W. Ellerman
Cedar Springs, Lewis Riley
Eldorado Springs, L. C. Duff
Jerico Springs, Lampkin
Stockton, C. Austin Huffman

CHRISTIAN COUNTY

Billings, F. G. Slagel
Chadwick, Dale Statler
Clever, Wayne M. Sandage
Highlandville, E. P. Stith
Nixa, John Gilliland
- Ozark, Chester W. Parker
- Sparta, Charles E. Vilhauer
- Spokane, Wallace Wilson

DADE COUNTY

Areola, Floyd E. Huffman
Bona (P. O. Aldrich), Leonard
Hartley
Dadeville, H. K. Robbins
Evertson, Edwin Wisby
Greenfield, H. N. McCall
Lockwood, J. A. Finley
South Greenfield, John A. Hembree

DALLAS COUNTY

- Buffalo, Everett Keith
Charity, Loren Murray
Leadmine, Frank C. Coon
Longlance, May Pitts

Louisburg, Wendell Ihrig
Tunas, M. A. Caldwell
Urbana, E. J. St. John
Windyville, Miss Powell

DOUGLAS COUNTY

Arno, Elva Dunn
Ava, Ray Hailey
Brushy Knob, J. A. Peck
Denlow (P. O. Ava), Orla Kester
Good Hope (P. O. Ava, Rt. 3), W.
C. Carlisle
Mound (P. O. Keltner), Glenn
Rozell
Walnut Grove (P. O. Roy), Clyde
Gott

GREENE COUNTY

Ash Grove, J. T. Murphy
Bois D'Arc, Leland O. Mills
Eagle (P. O. -----), Fay R. Webb
Fair Grove, R. R. Willard
Mentor (P. O. Springfield, Rt. 3),
Virgie Mills
Nichols (P. O. 318 St. Louis St.,
Springfield), V. Ethel Engle
Pleasant Hill (P. O. -----), Loren
H. Clarke
Republic, M. S. Collings
Sequoita (P. O. Springfield), Leo
Priester
Springfield, H. P. Study
Strafford, Hoyt Shumate
Walnut Grove, J. A. Mayden
Willard, O. L. Robertson

HOWELL COUNTY

Brandville, Irl P. Haynes
Elk Creek (P. O. Cull), Townsend
Penn
Moody, Clay Reaser
Mountain View, G. S. Wattles
Peace Valley, R. J. Hall
Pomona, Currin Davis
Pottersville, Goldie Frazier
Trask, Cecil W. Bailey
West Plains, J. R. Martin
Willow Springs, W. C. Grimes

JASPER COUNTY

Alba, G. G. Berry
Avilla, L. H. Cavaness
Carl Junction, Joe M. Barnes
Cartersville, E. S. McKinley
Carthage, J. L. Campbell
Duenweg, S. Joe Williams
Jasper, Gus P. Campbell
Joplin, E. A. Elliott
J. Russell, I. V. Morris
Oronogo, A. L. Hosman
Sarcoxie, A. L. Curley
Waco, L. W. Scott
Webb City, D. R. McDonald

LACLEDE COUNTY

Competition, Farrell Amos
Conway, Ernest L. Fisher
Cannon (P. O. Lebanon, Rt. 2),
Bessie Nickell

LAWRENCE COUNTY

Aurora, Miles A. Elliff
Halltown, Frank Heagerty
Marionville, W. J. Willett
Miller, Bryan Shafer
- Mt. Vernon, Floyd Ray
Pierce City, Howard Butcher
Stotts City, Ralph Dennison
Verona, Julian Day

MCDONALD COUNTY

Anderson, Guy Gum
Goodman, Guy Henry
Liberty (P. O. Southwest City),
Maude Ross
Noel, Loyd E. Grimes
Pineville, C. A. Poindexter
Rocky Comfort, E. J. Morgan
Southwest City, A. L. Houser
White Rock (P. O. Jane), Monroe
Rhodes
Williams (P. O. Stella, Rt. 2), G.
C. Pogue

NEWTON COUNTY

Diamond, C. W. Arner
Fairview, Clyde Payne
Granby, Howard Smith
Lake Hill (P. O. Joplin, Rt. 2),
T. R. Greer
McElhany (P. O. Neosho), John
Ferree
Neosho, N. E. Viles
Newtonia, C. M. Robinson
Ritchey, G. E. Barlow
Seneca, R. F. Curry
Spring City (P. O. Joplin), C. C.
Bailey
Stella, Warren Cook
Wentworth, Ralph Dennison
Westview (P. O. Neosho, Rt. 4),
R. O. Beatty

OZARK COUNTY

Bakersfield, Earl F. Harris
Dora, Bernice Morris
Gainesville, Leonard Ebrite
Noble, Olive Lipscomb
Souder, Don McMurtrey
Theodosia, Clyde Hale
Thornfield, Royland Edmonds

POLK COUNTY

Aldrich, Harry Husted
Rohivar, L. O. Little
Brighton, Agnes Hammons
Dunnegan, Lores Ghan
Fair Play, Vernon N. James

LIBRARY BOOKS

SCHOOL SUPPLIES

No. I-901 Sewed throughout in superior manner.



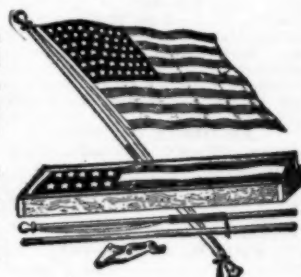
**WRITE
FOR
OTHER
FLAG
SETS**

This new flat globe of the world is one of the greatest aids to the teacher we have offered in years. The Eastern and Western Hemisphere are shown on a large scale. Its circumference is $7\frac{1}{3}$ feet and its diameter is $2\frac{1}{3}$ feet. All continents and countries are drawn to the same scale. Polar explorations including Byrd's recent air exploration of Antarctica and South Polar regions are clearly presented. You can mark any desired information on this flat globe with ink, water, crayon, or chalk, and markings may be removed at will without difficulty.

**THESE
FLAGS
COMPLY
WITH
NEW
STATE
FLAG
LAW**

Special price \$2.50

This combination outfit (illustrated at the right) consists of one muslin flag, one jointed pole, complete with ball truck and halyards, and flag holder for same, neatly packed in a strong metal-edge box which can be carried under the arm.



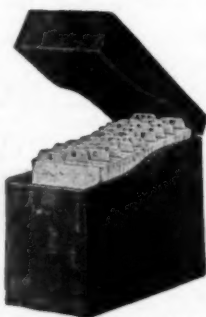
**WRITE
FOR
OUR
FLAG-
POLE
SPECIALS**

Weight	Flag Size	Pole Length	Holder Diameter	Price Each
3½ lbs.	3x5 ft.	6 ft.	¾ inch	\$1.25
4 lbs.	4x6 ft.	6 ft.	1 inch	2.10

If size desired is not listed, write us and we will be glad to fill your order.

LIBRARY CARDS & POCKETS

This tray is intended for the librarian's desk or the desk of the person who has charge of loaning books. Made to fit our No. I-9088, Library Charging Cards. As books are taken from the library the loan card is taken from the book and placed in this file. Made of oak with natural quartered finish, hinged top. 8 inches in length.

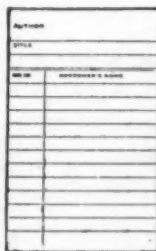


Capacity 600 cards. Complete with alphabetical index. Shipping weight, each, 2 lbs. No. I-953, Library Charging Tray, complete, each -----\$2.00



No I-9087

Accurate library records are made possible with this library card and its accompanying pocket. The pocket is pasted on the cover of the book. When the book is out the card is filed, having upon it the borrower's name, the date when the book is due, the title of the book and its author. An indispensable and invaluable library necessity.



No. I-9088

Shipping weight,
per 1000, 5 lbs.

No. I-9088, Library
charging cards,
per 100 ----\$0.20
per 1000 ----\$1.90

No. I-9087, Library Card
Pockets, strong, dur-
able manila. Shipping
weight, per 1000, 7
lbs.
per 100 ----\$.35
per 1000 ----\$3.40

WRITE — FOR — NEW — GENERAL — CATALOGUE
MISSOURI STORE CO.
Columbia, Missouri

Flemington, Lewis Neil
 Goodson, Raymond Marsh
 Halfway, Albert Schooley
 Humansville, P. F. Gates
 King (P. O. Walnut Grove), Mrs.
 Kate Crall
 Morrisville, R. P. Keithley
 Pleasant Hope, Walter Bass
STONE COUNTY
 Abesville (P. O. Galena), Homer
 Brent
 Cape Fair, Blanche Welch
 Crane, M. M. Hess
 Elsey, G. H. Hare
 Galena, Irvin F. Coyle
 Hurley, C. Kensinger
 Jamesville (P. O. Clever), L. J.
 Ghan
 Reeds Spring, J. O. Talley
 Union City (P. O. Highlandville),
 Fred S. Martin
TANEY COUNTY
 Bradleyville, Ernest Redfern
 Branson, I. J. Sweeney
 Brown Branch, Gladys Dean
 Cedar Creek, Cecil Middleton

Forsyth, Ralph D. McPherson
 Hollister, Claude Cropper
 Kisse Mill, _____
 New Flint Hill (P. O. Taneycomo),
 Mrs. Frieda F. Ingenthron
 Proteem, W. A. Buck
 Taneyville, Clifford Wood
TEXAS COUNTY
 Cabool, R. L. Palmer
 Elk Creek, Arvil Altis
 Gravel Point (P. O. Mtn. Grove),
 E. E. Scott
 Hartshorn, P. E. Winge
 Houston, W. P. Gibbs
 Licking, H. H. Martin
 Plato, Orville E. Wagoner
 Pleasant Ridge (P. O. Upton), G.
 Mosley
 Raymondville, Perry Mason
 Summersville, B. E. Coats
 White Rock (P. O. Bucyrus), Marie
 Moorman
VERNON COUNTY
 Bronaugh, N. P. Limbaugh
 Harwood, L. Hailey
 Metz, Claud A. Summers

Milo, Floyd Quick
 Montevallo, Leonard C. Wood
 Nevada, Wade C. Fowler
 Richards, Madie Lee Bosley
 Schell City, S. E. Lightcap
 Sheldon, J. C. Kennedy
 Stotesbury, M. C. Copeland
 Walker, C. Claude Brown
WEBSTER COUNTY
 Elkland, Earle Duncan
 Fordland, Sam A. Miller
 Marshfield, H. H. McNabb
 Niangua, J. L. Kreger
 North View, C. D. Singleton
 Rogersville, Geo. A. Riley
 Seymour, G. H. Boehm
WRIGHT COUNTY
 Grove Spring, Caleb Shook
 Hartville, Marion Latimer
 Lawson, (P. O. Hartville), Herbert
 Hutsell
 Manes, Dillard Mallory
 Mansfield, Leland Eppo
 Mountain Grove, C. D. Mitchell
 Norwood, Fred McKinley

Superintendents in Northwest Missouri Teachers Association District 5th District—Maryville 1931-1932.

ANDREW COUNTY
 Amazonia, A. G. Dempster
 Bolckow, H. C. Holt
 Castle School (P. O. St. Joseph,
 Rt. 3), Velma Trotter
 Cosby, John Harvey
 Fillmore, C. E. Nesbitt
 Helena, Garnet Parman
 Rea, Charles Rupert
 Rosendale, O. E. Adams
 Savannah, R. J. Westfall
 Todd (P. O. St. Joseph, Rt. 2), W.
 K. Swisher
ATCHISON COUNTY
 Daleview (P. O. Fairfax), O. C.
 Williams
 Fairfax, Wm. E. Booth
 Irish Grove (P. O. Fairfax), R. K.
 Martin
 Nishnabotna, A. F. Bridges
 Rock Port, W. D. Shadwick
 Tarkio, _____
 Watson, Max Reigard
 Westboro, LeRoy Nelson
BUCHANAN COUNTY
 Agency, Ralph Morgan
 DeKalb, Ernest McKee
 Easton, Louis Boyer
 Faucett, Harry Sloan
 Oak Grove (P. O. 3216 Seneca, St.
 Joseph), W. M. Elliott
 Rushville, E. B. Lott
 St. Joseph, F. H. Barbee
CALDWELL COUNTY
 Braymer, F. Leonard
 Breckenridge, R. W. Stagner
 Cowgill, Byron Beavers
 Hamilton, W. S. Bennett
 Kidder, H. R. Stiles
 Kingston, R. D. Bower
 Mirable, C. D. Sawyer
 Nettleton, G. W. Cummings
 New York Twp., H. S. (P. O.
 Hamilton), J. H. Eckelberry
 Polo, Belmont Bradley
CARROLL COUNTY
 Bogard, Ralph Moran
 Bosworth, R. H. Hayer
 Carrollton, W. L. Adams
 DeWitt, Orville J. Dean
 Hale, J. A. Noble
 Norborne, Vernon Koehner
 Tina, Ethel Waitman
 Wakenda, Robert A. Sprout
CLAY COUNTY
 Arley (P. O. Kearney), Mary A.
 Moore
 Excelsior Springs, W. S. Smith
 Holt, F. W. McGraw
 Kearney, E. L. Zion
 Liberty, D. H. Kay

Lone Star (P. O. Gashland),
 Christine Clardy
 Missouri City, A. G. Wisdom
 North Kansas City, J. R. Clark
 Paradise (P. O. Smithville), Lena
 Rule
 Smithville, B. B. Cramer
CLINTON COUNTY
 Cameron, L. M. Hosman
 Converse, D. U. Gibson
 Gower, F. L. Skait
 Grayson, I. J. Vogelgesang
 Lathrop, R. R. Brock
 Lilly (P. O. Holt), Leta Hobson
 Plattsburg, E. F. Allison
 Trimble, Lola Cartmill
 Turney, _____
DAVISS COUNTY
 Altamont, Earl Davidson
 Blake School (P. O. Jamesport),
 W. K. James
 Carlow (P. O. Gallatin), J. P. Mor-
 gan
 Civil Bend (P. O. Pattonsburg),
 James Lovejoy
 Coffey, O. C. Trower
 Gallatin, W. L. Morgan
 Jameson, Charles S. Greenwood
 Jamesport, Ray W. Dice
 Lockspring, J. A. Boucher
 Pattonsburg, Dan F. Hunt
 Winston, E. C. McNitt
DEKALB COUNTY
 Amity, Irvin Sweet
 Clarksdale, Paul Brown
 Maysville, H. C. Thomas
 Osborn, L. A. Wickens
 Santa Rosa, M. W. Duston
 Stewartville, Irvin Graff
 Union Star, D. C. Grove
 Weatherby, Basil Frazier
GENTRY COUNTY
 Albany, D. V. Culp
 Darlington, Maynard Pettigrew
 Gentry, Francis Uhlig
 Grandview (P. O. McFall, Rt. 2),
 Basil Nichols
 King City, R. H. Watson
 McFall, J. Raymond Yancey
 Stanberry, L. A. Zelliff
GRUNDY COUNTY
 Brimson, Wilbur Tracy
 Edinburg (P. O. Trenton), H. L.
 Long
 Galt, C. F. Riddle
 Laredo, W. C. Yiesley
 Snickard, R. A. Rushnell
 Tindall, Lloyd Tuttle
 Trenton, W. H. McDonald
HARRISON COUNTY
 Bethany, F. E. Patrick

Blythedale, T. G. Scott
 Cainville, C. K. Thompson
 Eagleville, R. S. Wood
 Gilman City, C. V. Miles
 Hatfield, John Ashcroft
 Martinsville, J. M. Broadbent
 Melbourne, Ross M. Woods
 Mt. Moriah, Willard Lyon
 New Hampton, O. B. Lynch
 Ridgeway, A. A. Adams
HOLT COUNTY
 Bellevue (P. O. Mound City),
 Homer Williams
 Bigelow, G. C. Riley
 Corning, Wilbur Williams
 Craig, Paul J. Keith
 Forbes, J. F. Godwin
 Forest City, O. W. Thomas
 Fortescue, John W. Smith
 Maitland, H. S. Sawyers
 Mound City, D. P. Max
 New Point, John Jahne
 Oregon, S. W. Skelton
LIVINGSTON COUNTY
 Avalon, M. E. Lomax
 Bedford (P. O. Avalon), G. B.
 Wenburn
 Chillicothe, E. R. Adams
 Chula, E. M. Lands
 Dawn, Mrs. A. T. Cunningham
 Ludlow, Sam Stevenson
 Mooresville, Wm. McMillan
 Sampsel, Jewell McClarnon
 Utica, Roy A. Lowrance
 Wheeling, John F. Uhlig
MERCER COUNTY
 Mèrter, Eugene Larmer
 Princeton, Charles A. Shaffner
 Ravanna, Lloyd E. Fine
NODAWAY COUNTY
 Arkoe, W. I. Lewis
 Barnard, L. R. Conway
 Burlington Junction, W. T. Wil-
 liams
 Clearmont, Raymond Ream
 Conception Junction, Guy Canady
 Elmo, Dov H. Carr
 Gaynor (P. O. Parnell), Raymond
 Moore
 Graham, Harry H. Hann
 Guilford, Samuel D. Baker
 Harmony (P. O. Maryville), Voris
 Brown
 Henkins, Charles W. Wallace
 Lafayette (P. O. Stanberry), Rose
 Pannaman
 Maryville, J. T. Lawing
 Pannall, J. S. McCollom
 Pickering, Floyd Billingsley
 Quitman, Wm. Tompkins

Ravenwood, Eldon Steiger
Skidmore, J. W. Pierce

PLATTE COUNTY

Brenner Ridge (P. O. Parkville),
Viola Spicer
Camden Point, H. W. Brueggeman
Dearborn, G. L. Harris
Edgerton, Irl G. Satterlee
Hazelwood (P. O. Weston, Rt. 4),
Thos. Keller
Lantan, Elnora Renz
Parkville, Berenice Hume

Platte City, Paul Rogers
Weston, J. C. Wilson

RAY COUNTY

Camden, T. A. Parker
Central Con. Dist. # 2 (P. O. Har-
din), Frank Thompson
Hardin, A. O. Kresse
Henrietta, D. M. Feagans
Lawson, Clyde Rowland
Millville (P. O. Richmond), R. C.
Klein
Morton (P. O. Hardin), Holiv
Waters

Orrick, Homer M. Clements
Rayville, Jewell C. Brown
Richmond, Price L. Collier
Stet Con. Dist. # 1, Burl M. Car-
penter

WORTH COUNTY

Allendale, Malcom Barnes
Denver, Robert Birbeck
Grant City, Roy D. Brown
Sheridan, R. T. Kirby
Worth, Andrew Cochran

**Superintendents in South Central Missouri Teachers Association District
6th District—Rolla
1931-1932.**

CAMDEN COUNTY

Climax Springs, -----
Hugo, Lena Hall
Linn Creek, J. E. Foster
Macks Creek, Kenneth Glover
Montreal, Essie Hartzell
Stoutland, R. E. Duff

CRAWFORD COUNTY

Berryman, Carrie Roberts
Bourbon, J. V. Fugate
Cuba, M. W. Baker
Dillard, Claude A. Midyette
Hinch, Wm. Curnutt
Jake Prairie, Leslie Spurgeon
Keysville, T. H. Leaver
Leasburg, A. M. Naugle
Oak Hill, Samuel Bayless
Steelville, C. H. McIntosh

DENT COUNTY

Anutt, Opie Cloonan
Hawkins Bank (P. O. Salem), Rob-
ert Crow
New Point (P. O. Salem), Buel
Skouby
Salem, C. L. Crum
Stone Hill, Geo. Dewoody
Warfel (P. O. Doss), Mabel M.
Lucas

FRANKLIN COUNTY

Berger, George Schlemeier
Gerald, Fred Jones
Gray Summitt, Elnora Brinkman
Labaddie, Mabel Rommelman
New Haven, Russell Nix
Pacific, W. T. Leezy
St. Clair, W. L. Breuer
Sullivan, Don E. Matthews
Union, Charles A. Cole
Washington, C. J. Burger

GASCONADE COUNTY

Bland, Paul A. Breuer
Gasconade, Burton Duncan
Hermann, J. C. Sullivan
Morrison, A. C. Boettcher
Owensville, C. E. Vaughan
Pershine, Homer C. Michel
Red Bird, Vivian Spurgeon
Rosebud, Marvin R. Howard

MARIES COUNTY

Pelle, W. C. Butler
Cleveland (P. O. Dixon), Elsie
Shelton
High Gate, S. G. Welch
Vichy, Ralph S. Morgan

Vienna, Alfred Drysse
Wheeler (P. O. Dixon, Rt. 4), L.
O. Brumble

OSAGE COUNTY

Bonnots Mill, Mac Rankin
Chamois, E. E. Turner
Freeburg, Sr. M. Landeline
Linn, J. Delbert Wilson
Loose Creek, Sr. M. Assumpta
Meta, Agnes Nawn
Westphalia, Sr. M. Veronica

PHELPS COUNTY

Edgar Springs, Ray Miller
Knobview, Louis Donati
Newburg, W. H. Justice
Rolla, B. P. Lewis
St. James, John F. Hodge

PULASKI COUNTY

Bloodland, W. S. Shelton
Crocker, Clyde Miller
Dixon, W. J. Graff
Hancock, Cecil Phillips
Hooker, -----
Richland, J. H. Trippe
Swedeberg, Arthur Knight
Turkey Ridge (P. O. Waynesville),
Georgia Vaught
Waynesville, T. E. Turpin

*Each book
is a
Textbook
Workbook
Testbook*



ALPHA INDIVIDUAL ARITHMETICS

A uniquely organized series. Each book is a complete textbook, workbook, and testbook, with spaces for computations and answers. Explanations are so clear, difficulties are introduced so gradually that a sense of mastery is inevitable and the pupil is able to progress at his own speed.

Alpha Individual Number Primer, \$.30; Book One, Part I, \$.24, Part II, \$.27; Book Two, Part I \$.27, Part II, \$.27; Book Three, Part I, \$.30, Part II, \$.30; Book Four, Part I, \$.36, Part II, \$.39; Book Five, Part I, \$.39, Part II, \$.42; remaining two books in preparation. Descriptive circular #658 will be sent on request. *Prices are net.*

GINN AND COMPANY

2301 Prairie Avenue, Chicago

IMPORTANT TO ALL SCHOOLS WITH ORCHESTRAS

J. L. Biggerstaff.

To Superintendents, Principals, and Music Supervisors of High Schools:

The Missouri All-State High School Orchestra of approximately 250 pieces, sponsored by the Missouri State Teachers Association, the State Teachers Colleges, and the University of Missouri, will present a program at the general session of the Missouri State Teachers Association in St. Louis, Friday evening, November 13, 1931.

The following program is to be performed: Unfinished Symphony in B Minor (First

Movement) Schubert
Minuet (from E Flat Symphony) Mozart
Largo (from Xerxes) Handel
Intermezzo (from L'Arlesienne Suite) .. Bizet
Country Dance Beethoven
Two Waltzes Brahms
Country Gardens Grainger

If you have players of sufficient ability and experience to perform this program who will, if chosen, come to St. Louis on the conditions stated, please list them on the other column of this page in the order of their musical ability. If the orchestra is to be properly balanced only a relatively small number of brass and woodwind players can be used. You are asked, therefore, to list at least one string player if possible. Good oboe, bassoon and viola players will be particularly needed.

The following conditions are understood and agreed to:

1. The player must be a bona fide high school student from a school maintaining an orchestra of not less than sixteen members.
2. He must be musically competent.
3. He must agree to practice the above program not less than five hours per week from the time parts are mailed to him until the date of performance.
4. He must pay his own expenses and is requested to bring his own music rack.
5. At least one player will be selected from each school reporting. Additional performers will be chosen on the basis of the ranking of the local director, so far as the proper balance of the orchestra will admit.
6. Orchestrations will be furnished by the Missouri State Teachers Association.

TWELFTH ANNUAL CONFERENCE MISSOURI VOCATIONAL AGRICULTURE TEACHERS

The twelfth annual conference of the Missouri vocational agriculture teachers was held in Columbia July 30-31, August 1, 1931. There are now 140 departments of Vocational Agriculture in Missouri. Among the out of state

7. REHEARSALS will be held at the Coliseum from 12 to 2 and 4 to 6 p. m. Friday, November 13, 1931. Attendance at both rehearsals is obligatory. PERFORMANCE at 8:45 p. m.

8. All lists must be in the hands of the undersigned by Oct. 1. No names will be considered after that date.

9. The various schools will have notification as to the players chosen and will receive parts not later than Oct. 10.

J. L. Biggerstaff, Manager,
All-State High School Orchestra,
State Teachers College,
Kirksville, Mo.

(List players on this column)

RANKING SHEET

High School
Superintendent
Music Director
Size of Orchestra

Rank as to

Name of Player Instrument Musicianship.
(List best players first)

(Tear out this sheet or send for additional blanks to the manager of the orchestra)

Columbus, Ohio. His subject was "Evening Schools for the Adult Farmer."

speakers of prominence was Dr. Ray Fife, State Supervisor of Vocational Agriculture.

Officers elected for the Missouri State Association for the next year are—F. E. Gillett, Fredericktown, President; J. L. Perrin, Salisbury, Vice-president; N. D. Kirby, Monett, Secretary; Wallace Gray, Troy, Treasurer; F. C. Wilkins, Rolla, Parliamentarian; L. W. Deppe, Lebanon and N. C. Allen, Kirksville, Directors; G. O. Young, Sergeant-at-Arms.

BORROW

\$100 \$200 \$300

By Mail

through this
CONFIDENTIAL
20 month plan

IF YOU need money to pay vacation bills . . . to buy fall clothes or for other purposes . . . we are sure you will be interested in our New 20 Month Cash Loan Plan.

Under this plan you may Borrow \$100 to \$300 upon your signature only . . . no endorsers or other security required . . . and ENTIRELY BY MAIL. If you wish, take as long as 20 months to repay . . . or pay in full at any time. You pay interest only for the actual time the money is used. Interest is only 2½% a month on unpaid balance.

The teaching profession throughout the United States has used and recommended this plan for the past 34 years. It is a dignified, helpful service. Our "Borrow By Mail" Plan is quick, businesslike and confidential. Let us send you the complete details. There is no obligation. Mail coupon NOW for FREE folder.

STATE FINANCE COMPANY

201 Lathrop Building
Kansas City Mo.

STATE FINANCE COMPANY,
201 Lathrop Bldg., Kansas City, Mo.

Please send FREE Booklet on your Special
Teachers' Borrow By Mail Plan.

Name.....

Address..... "410"

All Correspondence Confidential

Teachers Everywhere are Changing to THE GRADE TEACHER FLORENCE HALE'S MAGAZINE



SUBSCRIBE to THE GRADE TEACHER. You'll like it best for the same reasons other teachers do! More attractive—more modern, up-to-date, helpful. Always something new—something timely to add interest to teaching and make it more productive.

PHENOMENAL GROWTH

Since Florence Hale became Editor, THE GRADE TEACHER circulation has grown by leaps and bounds . . . 34% last year! What other teachers' magazine can show a like gain? The reason? Because the Editor knows just what you need and gives you just what you want.

Miss Hale knows and keeps in close personal touch with educators everywhere. She gets about all over the country. She visits schools. She keeps posted. No other Editor of a teachers' magazine is so well informed. Her editorial policy is built around one major idea—the PRACTICAL HELPFULNESS OF THE GRADE TEACHER.

Just \$2.00 per year—
\$3.50 for two years.
MAIL THE COUPON

PICTURE AND POSTER WORK

Calendars, Blackboard and Window Decorations and Borders. Sand Table Designs. Construction work. Greeting and Place Cards. Valentines. Picture Study and Creative Designs. In THE GRADE TEACHER you'll find plenty of them all.

PROJECTS

Costume Plays and Pageants. Puppet Shows. Rhythmic and Folk Dances. Games. History, Geography and Travel Projects. Nature Study. No end of fun and entertainment in carrying out Projects. With the aid of THE GRADE TEACHER you can successfully conduct them all.

YOU, YOURSELF!

What do you most desire to find in a teachers' magazine? Methods! You'll have the latest and best in all the elementary branches. Tests! Lots of them, for all grades and every subject. Stories! Plenty—short ones—the kind that children love. Picture Study! The very best to be had!

THE GRADE TEACHER offers you all this besides Health and Safety, Visual Instruction, Radio, Creative Design, Physical Training, Auditorium Work, Citizenship, Travel—all up-to-the-minute pedagogically.



Miss Grade Teacher

SUBSCRIBE NOW!
...PAY LATER!!!...

At the reasonable cost of \$2.00 per year (10 issues) or \$3.50 for 2 years, can you really afford to be without THE GRADE TEACHER? Join the thousands of other teachers who daily let this great educational magazine help them to be better teachers. Use the convenient coupon when sending in your subscription. You have until Nov. 5, 1931, to pay.

A
HELPFUL
TEACHERS'
MAGAZINE
THAT
REALLY
HELPS!

USE THIS COUPON!—Pay November 5, 1931

EDUCATIONAL PUBLISHING CORP., Dept. J.C.,
425 Fourth Ave., New York, N. Y.

Please enter my year's subscription to THE GRADE TEACHER beginning with the September issue.

I enclose \$2.00 to pay for this subscription, or I agree to pay \$2.00 on Nov. 5, 1931.

Name.....

St. or No. or R. D.....

P. O. State.....

THE NEW SCHOOL LAW—HIGH SCHOOL TUITION

Adapted from Circular from the State Department of Public Schools

Apportionment of all high school tuition moneys. The first apportionment to high schools for non-resident tuition will be made next year, October 15, 1932 as reimbursement for tuition on this year's students.

At the above stated time, money will be repaid to the high schools offering instruc-

tion to non-resident pupils based upon the records of this year. The tuition clause of the new law took effect Monday, September 14, 1931. The State will pay tuition at the rate of \$50 for the entire term. If the high school students attend only a fractional part of the term, the State will pay only that fractional part of the \$50.

Ten weaknesses IN TEACHING HIGH SCHOOL ENGLISH THE OLD WAY

1. Students receive credit for hiding weak points.
2. Strong students waste time waiting for slow students.
3. Only one student at a time is kept busy.
4. Idle students create disciplinary problems.
5. Teacher pump students for what they know.
6. No time for complete daily tests.
7. Graded papers are dumped into waste basket.
8. Valuable time spent making out examination questions.
9. Teachers work nights grading papers.
10. Low scores on standard tests show weaknesses in present system.

Overcome them BY THIS NEW LABORATORY METHOD

Under new system students discover weak points and correct them. Students are busy

all of the time which eliminates disciplinary problems. Teacher helps students with individual problems. High

scores on standard objective tests prove efficiency of this new method.

ESSENTIALS in ENGLISH

is here to stay. It is already in use in more than 1000 schools in the United States and several foreign countries. Write us for our 10 day free inspection of this laboratory equipment.

Send for explanatory Booklet —



MCCORMICK-MATHERS CO. WICHITA, KANS.

The State Department recommends that high schools do not charge any more tuition this year than the \$50 allowed by the State basing the recommendations upon the following reasons: Local school boards in districts not maintaining high schools have not had an opportunity to include in their budgets any money for tuition costs since the law was passed after the annual school board meeting in April. Again, a large percentage of the high schools in the State do not charge more than the \$50 rate and the fact that tuition charges will be free to all non-resident high school students this year will bring many pupils into school that could not have attended before, and this increase will give high schools an increase in revenue.

The following students are entitled to free tuition: All students, grades 9-12 inclusive, living in a district that does not offer a full four years of high school work, provided those students have completed the high school work which their district does offer. Only the additional years of high school work not granted in a district can be counted for tuition.

Tuition money is guaranteed to all districts regardless of the wealth of the district, and this money is not a part of the minimum guarantee for the apportionment of an equalization quota. It is in addition to the equalization quota or to the teacher and attendance quota.

W. F. E. A. RESOLUTIONS

Among the resolutions adopted by the Fourth Biennial Conference of the World Federation of Education Associations at Denver, July 27-August 1, 1931 were the following: Recommended by Herman-Jordan Committee No. I—

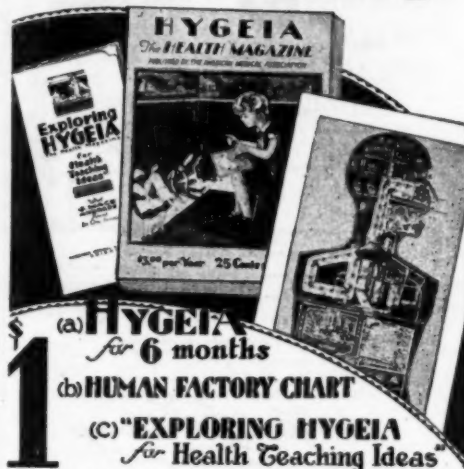
Since truthful information is basal to international understanding and peace, and correct geographical knowledge is contributory to those ends, the W. F. E. A. recommends that a Committee be appointed to study geography materials and to compile a list of sources for geography teaching materials by countries, whereby more complete and accurate data may become available for schools and homes in order to establish

(1) A more definite understanding of the inter-relations between men and the various natural environments throughout the world

(2) A clearer appreciation of

(a) The common life problem of peoples.

Hundreds of Helps for Health Teaching



A timely offer to start a year of health teaching—a half year's subscription to HYGEIA; a full colored $8\frac{1}{2} \times 11\frac{1}{2}$ Human Factory Chart; and a copy of Dr. Andress' brochure, "Exploring Hygeia for Health Teaching Ideas." HYGEIA, the Health Magazine of the American Medical Association, is filled each month with live material for supplementing the motivating health teaching, or for correlating with practically every subject from arithmetic to zoology. It sponsors no health fads. It is authentic. It is written in simple, non-technical language.

This special offer is made to introduce HYGEIA more widely for school use. Take advantage of it now. It will lighten the load of health teaching, and make your work more enjoyable as well as successful.

In the September HYGEIA

— articles of vital interest to superintendents, principals, grade teachers, high school teachers, and physical directors.

"Athletics and Your Boys' Health" weighs the importance of the health of growing boys against the winning of the team. The article on "Hobbies" is filled with practical suggestions for directing children's interests into desirable channels. "Was It the Teacher's Fault?" is a story that may bring some new slants on the child retarded by physical handicaps. "Salad Sandwiches for School Lunches" is a guide to better school lunches. And these are only a few of the helpful articles in the September HYGEIA which furnish ideas and inspiration for health teaching.

EVERY MONTH "HEALTH AND THE SCHOOL"

By Dr. J. Mace Andress

Dr. Andress, noted as the author of text books on health, each month contributes editorial discussions of trends in health teaching, gives live examples of plans used in various schools and sources of available health material for teachers' use, and reviews books on health and hygiene. A department teachers find invaluable!

USE THIS SPECIAL OFFER COUPON

The regular price of HYGEIA is \$3.00 a year. Get acquainted through this special dollar offer.

AMERICAN MEDICAL ASSOCIATION

535 N. Dearborn St., Chicago

SC-9-31

Here is \$1.00 for a six months introductory subscription to HYGEIA, together with the $8\frac{1}{2} \times 11\frac{1}{2}$ Human Factory Chart and "Exploring Hygeia."

Name _____

Address _____

(ST9)

countries by furnishing speakers from among their foreign students and by supplying articles written by them to newspapers and other periodicals.

Recommended by Herman-Jordan Committee No. IV—

- (1) The W. F. E. A. pledges its active support to the purpose of the conference on the reduction and limitation of armaments to be held at Geneva in 1932, and calls upon its affiliated organizations to urge upon the respective governments participating in the Conference to support measures for a drastic reduction of all armaments.
- (2) The W. F. E. A. recommends that in view of the above Conference
 - (a) Facts and references bearing upon the purposes of the Conference be collected and a bibliography be prepared;
 - (b) These data and materials be made available to schools through existing agencies, so far as possible, to the end that more complete teaching content be at hand for the study of this current world problem; and
 - (c) Adequate instruction on this subject be given in the schools of all nations early in the coming school year.

Recommended by Herman-Jordan Committee No. V—

- (1) The W. F. E. A. is of the opinion that as a basis for an understanding of the principles of cooperation underlying Governmental movements towards international Good Will which should be taught during school life, it is wise for all children in schools to gain knowledge of those historic experiences where peoples have carried out joint projects demonstrating international good will and confidence.
- (2) The W. F. E. A. recommends to educators in all lands that the machinery of peace be studied with increasing emphasis throughout school life.
- (3) The W. F. E. A. urges all Institutions for the Training of Teachers to make the study of International Relations and World Peace a required subject in the curriculum.
- (4) The W. F. E. A. urges authors and publisher to revise their text-books in history and other social studies in the light of the Paris Pact so as to include a record of the various steps which have been taken to promote world peace.

The combined Herman-Jordan Committees presented several rather lengthy resolutions which were adopted. These pertained to teachers' organizations, home and school,



THE HOPE OF A NATION CHARACTER SERIES

This series includes stories, dramatizations, lessons, programs, projects, handwork and posters for the building of specific traits of character to be developed in concrete life situations and in correlation with regular lessons and everyday activities.

The series is approved by the State Department of Education as a supplement to the bulletin on Character Education. See 1931 Courses of Study, page 15.

Address


Palmer Publishing Company

Y. W. C. A. Bldg. Kansas City, Mo.

health, rural education, preparation of teachers and other subjects. It also recommended the following:

- (1) That Governments and States should, where necessary, bring about such modifications of the existing laws as will make the interchange of teachers a real possibility,
- (2) That the interchange of pupils during vacations or in the course of the school term should be encouraged,
- (3) That the interchange of correspondence and publications between schools should be extended,
- (4) That schemes be considered whereby individual schools in different countries should be paired with similar schools in other countries with a view to the development of mutual understanding,
- (5) That adequate time should be given to the study of foreign languages in order to facilitate intercommunication and good understanding.
- (6) That in the curriculum or in extra-curricular activities adequate attention should be given to the development of international understanding.

The W. F. E. A. recommends that a committee be created within the Federation to study existing methods in the various countries and to develop definite projects for the promotion of adult education in international understanding.



DRAPER
ADJUSTABLE
Window Shades

WITH nearly a quarter century of school shade manufacturing experience behind it—The Luther O. Draper Shade Company has specialized in giving school boards shades particularly adaptable for schoolroom use. Hygienic features insure positive control of ventilation and the prevention of all glare and resulting eye strain. Excellence of workmanship makes certain longer life. A profitable investment—in thousands of America's finest schools. For illustrated catalog address Dept. U.

**LUTHER O. DRAPER
SHADE COMPANY**

Spice and  Ind.



Resolutions on Death of Miss Vivian Gaty and of Confidence in her Successor.

The following resolutions of Ste. Genevieve County Teachers Association were unanimously adopted:

WHEREAS it has pleased the Lord in his infinite mercy to remove from the scene of her earthly labors, our beloved former County Supt. Miss Vivian P. Gaty, and while we bow in humble submission to his Divine Will, We, the Teachers of Ste. Genevieve County in convention assembled

RESOLVE: That in her death we have lost a dearly beloved leader whose whole interests were devoted to the schools of Ste. Genevieve County, the County of Ste. Genevieve has lost one of its most honored and useful citizens and the children have suffered the loss of one they loved and who loved them, and all the loving kindness of her care the hearts of children shall not soon forget. Be it further

RESOLVED that a copy of these resolutions be sent to her family, to each of the papers of Ste. Genevieve County and to the School and Community. Respectfully Submitted,

Heresa Fitzpatrick, Chairman,
Camilla Dupont,
Louis J. Drury.

RESOLVED that we the directors and teachers of Ste. Genevieve County wish to show our faith and confidence in the ability and sincerity of our newly appointed County Supt. Miss Vernetta Sexauer and wish to pledge her our hearty support and cooperation in making her administration a success. Be it further

RESOLVED that we express our appreciation to her for the successful meeting we have enjoyed; to Miss Eydman for her leadership in singing; to Miss Buser, Messrs. Buxton, Burton, McCoy, Weeks, Dr. Johnston, Dr. Rutledge, Judge Huck, Franklin, Strunk, Hill, and all others who contributed to the success of the meeting. Therefore be it

RESOLVED that a copy of these resolutions be sent to the newspapers of Ste. Genevieve County and to the School and Community. Respectfully Submitted,

Teresa Fitzpatrick, Chairman,
Camilla Dupont,
Louis J. Drury.

The Acid Test

What more exacting test can there be of dictionary leadership than the judgment of the educational world?

Every State that has adopted an unabridged dictionary for use in its schools has chosen exclusively

WEBSTER'S NEW INTERNATIONAL DICTIONARY

The Colleges voted overwhelmingly in favor of Webster as the standard of pronunciation, in answer to questions submitted by the Chicago Woman's Club.

Nearly 100% of all schoolbooks are based on the New International for pronunciation, spelling, compounding, and division of words.

The New International has been universally accepted by those best fitted to judge. It is in accord with the best modern practice. Use it in your own schools.

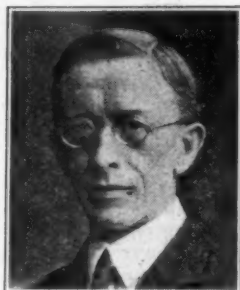


Write for our free booklets of interesting ways to teach the use of the dictionary.

GET THE BEST

G. & C. MERRIAM COMPANY
SPRINGFIELD, MASS.

PROMINENT EDUCATOR DIES



Dr. A. L. Wolfe

Dr. A. L. Wolfe, head of the Department of Classical Languages at Park College and a member of the Teaching Staff since 1889, died July the second at St. Lukes Hospital, Kansas City, Missouri, of cancer.

Dr. Wolfe has an unusual record as a scholar and educator. He received his Ph.D. from New York University and is a member of Phi Beta Kappa. For two years, from 1913 to 1915, Dr. Wolfe served as acting president of Park College. He took an active part in the program of the Classical Association of the Middle West, and during his entire lifetime was an active force in the promotion of scholarship. He has contributed numerous articles dealing with the work in his special field.

MR. AND MRS. J. P. COLEMAN CELEBRATE GOLDEN WEDDING

On July 14th, Mr. and Mrs. J. P. Coleman celebrated the fiftieth anniversary of their wedding. The celebration took place on the old home farm in Chariton county which has been Mr. Coleman's "real home" since 1866 at which time his father moved to the place. The home situated on a prominent hill in the midst of 200 acres fertile fields was indeed a fitting place for such a happy occasion as this celebration proved to be. Here the groom had lived many of his youthful days, here he had shocked wheat on the day of the wedding fifty years ago, here he, with his wife and children had spent many days of their lives together.

Many of the old neighbors were present at the observance of the anniversary, some of whom still live in the community. Guests from every part of Missouri were present.

Mr. Coleman is a well known educator in the state and has spent the later years as the representative of a text-book publisher. His educational career began as a rural teacher in

The New World Book Encyclopedia

Represents an Outstanding Achievement in American Book Making.

It brings to you the valuable features which have made previous editions so popular and in addition, new features never before made available in any encyclopedia.

Ten years of time and more than one million dollars in money have been spent in its development.

Twelve volumes; Over 10,000 pages. More than 14,000 illustrations. 288 pages of maps, all for \$69.90.

New in Every Respect.

Newly written; new type; new plates; new pictures; new bindings; new political and physical map of every state; modern and comprehensive. The day you buy it—it is the most up to date encyclopedia in print.

An extra "Guide" volume, a key to World Knowledge, is free to purchasers of this edition. It classifies and organizes all human knowledge with actual page references.

A sales person wanted in every Community.

Roach-Fowler Company

1020 McGee St. Kansas City, Mo.

THE STUDY READERS and THEIR WORK BOOKS

WALKER-PARKMAN-SUMMY

We Three: Primer and The Study Readers, First through Sixth Years.

For each reader an inexpensive Work-Book containing exercises and tests which save the teacher's time.

Charles E. Merrill Company

323 East 23rd Street

Chicago

32 NEW BOOKS

Published Since Sept.,
1930

16 More in Preparation.

These new books all deal with the
various phases of commercial
education.

Send to our nearest office for complete list
of titles and prices.

THE GREGG PUBLISHING COMPANY

New York Chicago San Francisco Boston
Toronto London Sydney

Announcing MAKING THE MOST OF HIGH SCHOOL

By CLYDE M. HILL, Ph.D., Professor of Secondary Education, Yale University and
RAYMOND D. MOSHER, Ph.D., Professor of Educational Psychology and Director of the Personnel Bureau of the University of Idaho.
This is a textbook in educational guidance for Junior High School Pupils written for the purpose of helping students to understand the high school.

1. It reveals the purpose of the high school subjects and extra curricular activities.
2. It contains a general discussion on how to study.
3. The book gives information to parents about the high school.
4. The subject matter has been read by junior high school pupils and checked from the standpoint of vocabulary and clearness of expression.

Write for Further Information.

LIDLAW BROTHERS

320 East 21st Street
Chicago

his home neighborhood and includes several years as the Superintendent of Schools at Keytesville, two years as a teacher in a private academy, six years as head of the schools in Mound City and six years as Superintendent of School at Fayette which position he accepted because it offered attractive opportunity for the education of his children. In 1907 he accepted a position with the publishing company which he has served faithfully since.

Mrs. Coleman is the daughter of Dr. L. E. Perkins who at the time of her marriage was a farmer physician in the Coleman neighborhood. Later he moved to Kansas City.

Eight children have blessed the home of these good people, five of whom are living. They are Mrs. C. B. Talbert of Tulsa, Oklahoma; J. M. Coleman of Albany, New York; L. E. Coleman of New York City; Mrs. Dempsey Anderson of Oklahoma City, Oklahoma, and Miss Mary Coleman who lives with her father and mother on the old home place.

The observance of this anniversary furnished the occasion for the reunion of all the children with their parents.

A NEW PUBLICATION

An editorial board consisting of Charles A. Beard, Harold G. Moulton, David S. Muzzey, and E. A. Ross has joined Walker E. Myer, editor and publisher, in launching a new weekly magazine to be called **The American Observer**. The first issue will appear September 9. Its purpose is to give students an impartial picture of national and international affairs, and an analysis of opinion respecting those affairs as it is reflected in the press of the country. Edmund Duffy of the Baltimore Sun, winner of the Pulitzer prize for the best cartoon of the year, will contribute a weekly cartoon.

It is the intention of the editors of **The American Observer** to correlate the work of students in the social sciences with the latest manifestations of social, economic and political forces. The place of publication is 3418 Fourteenth St., N. W., Washington, D. C.

NAME EXPERT TO STUDY EDUCATION BY RADIO

Appointment of Cline M. Koon, assistant director of the Ohio School of the Air the past two years, to fill the newly created post in the Office of Education, Specialist in Education by Radio, was announced today by the Secretary of the Interior.

Duties of the new Office of Education specialist will be to initiate and conduct research studies of radio as an educational agency; to organize and maintain an informational and advisory service to schools and other agencies interested in the field of education by radio; to become familiar with college and university extension work so that the part radio as a tool may take in this field may be evaluated; and to prepare material for publication on phases of education by radio.

Mr. Koon was graduated from West Virginia University in 1915 with the degree of Bachelor of Science, and received his A. M. degree from Teachers College, Columbia University, three years later. For 9 years he was principal of high schools in West Virginia.

Creation of the radio specialist position in the Office of Education recognizes the growing importance of education by radio. It was authorized as a result of many recommendations, including one of the National Advisory Committee on Education by radio last year, which stressed the need of such a section in the Office of Education.

The newly appointed radio specialist, through his affiliation with the successful Ohio School of the Air, has made many contacts in the radio field which will be valuable to him in conducting this phase of educational activity in the Federal Office of Education. He assisted in directing educational broadcasts which are now heard regularly in approximately 8,000 school rooms.

QUALIFICATIONS OF AMERICA'S 153,000 ONE-ROOM SCHOOL TEACHERS

How much training have the teachers of the 153,000 one-room rural schools of the United States, is a question answered by a recent summary of the Federal Office of Education.

"If all the teachers of one-teacher schools stood side by side, their ranks would extend in an unbroken line 87 1/10 miles. Assuming this army of teachers were arranged in such a way that the one having received the least amount of training stood at one end and the one having received the largest amount of training at the other, a person reviewing this company would find it necessary to walk a distance of 8 1/2 miles before coming to a teacher with a training equivalent to 2 years of high school.

"One would have to walk half the entire distance before approaching a teacher with training equal to high school graduation, and would have to continue his walk for a total distance of 67 3/5 miles before reaching the first teacher with the equivalent of 2 years of normal school education. The jaunt would be continued to within 13 miles of the end of the line before one who had the equivalent of a college education would be reached.

What of the composite teacher of this group?

"Since men teachers are a great scarcity in one-teacher schools the typical teachers is a woman about 27 years old. She would have a total education of four years and one month above the grade school; her teaching experience would total 2 years and 6 months; she would receive an annual salary of \$874; she would have under her care a total of 22 farm children, and she would be employed in her school for a total of 152 days a year.

Although one-teacher schools are being abandoned at the rate of 4,200 per year in favor of consolidated schools, one-teacher schools still open their doors to more farm children than any other type of school.

WINSTON

Defines every word
in such simple terms
that its meaning
and use can be instantly understood

The WINSTON SIMPLIFIED DICTIONARY

Advanced Ed. . . . \$2.64 Indexed \$2.88
Intermediate Ed. 1.20 Primary Ed.50
Encyclopedic Ed. \$5.00

All prices subject to school discount)

THE JOHN C. WINSTON COMPANY
623-633 S. WABASH AVE., CHICAGO
Philadelphia Atlanta Dallas San Francisco

FOR TEXTBOOKS

NATURE STUDY- HEALTH EDUCATION

By ALICE JEAN PATTERSON

Each book approved and listed by the Pupils' Reading Circle Board of the State Department of Education of Missouri.

GRADES ONE AND TWO

164 pages, 9 1/4 x 6 in. 96c

This is a teacher's edition. It gives definite plans for individual booklets to be made by the pupils.

GRADE THREE

184 pages, 9 1/4 x 6 in. 80c

The large, clear print, the simple vocabulary, and the excellent illustrations make the text very suitable for third grade children.

GRADE FOUR

132 pages, 9 1/4 x 6 in. 80c

Observation lessons, stories, lessons on growing plants indoors, playlets in health education, all go to make this text an interesting source of information on nature and health work for the fourth grade.

GRADE FIVE

192 pages, 9 1/4 x 6 in. 92c

In this text as in the others of the series the nature work is stressed during the spring and fall while the health education topics are given more attention during the winter.

GRADE SIX

224 pages, 9 1/4 x 6 in. 96c

Introduces the children to many new plants and vegetables. Sky study receives the attention of pupils using this text.

JUNIOR HIGH SCHOOL SCIENCE

360 pages, 9 1/4 x 6 in. \$1.60

Introduces the junior high school pupil to the science of chemistry, physics, botany, zoology, and physiology. Great fundamental principles only are considered.

Published by

McKNIGHT & McKNIGHT
Bloomington, Illinois

COMPTON'S IMPROVE POPULAR SCHOOL ENCYCLOPEDIA

Who has not had the unpleasant experience of taking down a heavy volume of an encyclopedia only to discover that he had the wrong volume. "Labrador" turned out to be in the last of the volume "January to Labor" or in the first of "La to Mi" instead of the volume you selected.

Compton's have eliminated the possibility of this unpleasantness by doing away with the split letter in the arrangement of their new "Classroom Edition of Compton's." This improvement makes for efficiency and is an added attraction to an already attractive classroom reference work. Other improvements of course have been made. This organization which caters to the needs of the classroom is vigilantly on the lookout for improvement in any detail that will make more useful its work. Instead of ten volumes, sixteen are now issued which in reality makes possible its use at a given time by 60% more pupils. Improvements in durability and attractiveness of the binding have been made.

The books are pleasing to the eye, easy to look at, outside and in, easy to read, easy to understand and the un-split alphabet scheme makes desired information easy to find.

STEPHENS COLLEGE

A Junior College for Women
COLUMBIA, MISSOURI

Offers thorough instruction in the usual academic subjects and highly specialized courses in the Conservatory of Music, the Departments of Speech and Dramatic Art, Physical Education, and Art.

For information and publications address

PRESIDENT JAMES M. WOOD
STEPHENS COLLEGE
COLUMBIA, MISSOURI

NATURE STUDY—SCIENCE

Grades 3 to 8 on Mo. Reading Circle list. Ask for our 7th grade history, 9th grade science, Teacher's manuals and outlines for nature study and science.

McIndoo Publishing Co.
Kansas City, Mo.

SPECIALISTS'
EDUCATIONAL BUREAU

TEACHERS WANTED—College Graduates only, except in vocational or special fields. All subjects except elementary. Fill the better places only. All States. Get details.

320 N. GRAND AT OLIVE, ST. LOUIS, MO.

EXTRA MONEY FOR YOUR SPARE TIME

\$200 and upwards in a short period merely introducing to your teacher friends our simple plan of distributing seeds, which makes good money for their schools. Liberal commission paid. Many entire counties now open. Write at once, state territory you prefer to cover. Big opportunity for you.

United States Seed Co., Box 26, Lancaster, Pa.

BRADLEY-HOOVER CATALOGS

Have you our 1931 catalogs? A good school catalog is your best friend now. We have thousands of them ready for distribution upon request. Send for them. Study them. Use them. They will render service when time means money. The Law says "Every Missouri School must have a Flag." See Hoover Brothers Catalog page 62.

HOOVER BROTHERS, Inc.

922 OAK ST.

KANSAS CITY, MO.



SCHOOL CARNIVAL SUPPLIES
School Carnival Books and Supplies. Most unsold items returnable. Credit. Halloween and Xmas supplies, Flags, Decorations, Picnic Items, Football, Basket Ball, etc. Posters, Display Fireworks.

Free catalog.

ALBERT V. JENSEN

Box 7, Highland Park Station, Des Moines, Iowa

COLLEGIATE CAP AND GOWN CO.

The Best in Graduation Apparel
CHAMPAIGN, ILLINOIS

GREAT NORTHERN HOTEL

State Teachers Ass'n's Headquarters

Convenient to Railroads, Shops, Theatres, etc. Presentation of this ad will entitle bearer to special reduced rates.

Dearborn Street and Jackson Blvd.

CHICAGO

TEACHERS' SERVICE BUREAU
(INCORPORATED) *PERSONAL SERVICE*

Teachers' Service Bureau places teachers the Personal Way. Write for information. Elvira Bldg., Columbia, Mo.



THE 5 MISSOURI State Teachers Colleges

together with the
STATE DEPARTMENT OF EDUCATION
and the
UNIVERSITY OF MISSOURI
comprise the
MISSOURI EDUCATIONAL CONFERENCE

An organization unique among state institutions.

"All for One and One for All"

These Five Teachers Colleges have long had the highest educational ranking of any similar group of the country. The most rapidly growing colleges in the state.

- CENTRAL MISSOURI STATE TEACHERS COLLEGE, Warrensburg, Mo.
E. L. HENDRICKS, President
- SOUTHEAST MISSOURI STATE TEACHERS COLLEGE, Cape Girardeau, Mo.
JOSEPH A. SERENA, President
- SOUTHWEST MISSOURI STATE TEACHERS COLLEGE, Springfield, Mo.
ROY A. ELLIS, President
- NORTHWEST MISSOURI STATE TEACHERS COLLEGE, Maryville, Mo.
UEL W. LAMKIN, President
- NORTHEAST MISSOURI STATE TEACHERS COLLEGE, Kirksville, Mo.
EUGENE FAIR, President

H E L P

the institution you work for and the organization that works for you by getting your library books and supplies from the

PUPILS READING CIRCLE of the Missouri State Teachers Association

Thus you will
Save money for your school
and
help your own organization
to
continue its work
for
better schools
where
better teachers
train
better citizens
for
a better Missouri.

Your own Association
Can supply every library need

Write to

E. M. CARTER,

Teachers Building, Columbia, Missouri
for Order blank Catalog.